West Virginia Wesleyan College Catalog 1982-1984

Buckhannon, WV 26201
Phone (304) 473-7011
Admissions (304) 473-8510

Catalog 1982-84

NOTICE OF NON-DISCRIMINATORY POLICY

West Virginia Wesleyan College, a private educational institution, admits students of any race, color, sex, handicap, creed, religion, and national or ethnic origin to all of the rights, privileges, programs and activities generally accorded or made available to students at the College. West Virginia Wesleyan College does not discriminate on the basis of race, color, sex, handicap, creed, religion and national or ethnic origin in the administration of its educational programs, admissions policies, scholarship and loan programs, athletics, co-curricular activities or other College administered programs.

The *West Virginia Wesleyan Catalog* is published biennially by West Virginia Wesleyan College, Buckhannon, West Virginia 26201. The provisions of this catalog are not to be regarded as an irrevocable contract between the student and the College. The College reserves the right to make and designate the effective date of changes in curriculum, course offerings, fees, requirements for graduation and other regulations, at any time such changes are considered to be desirable or necessary.

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College Calendar

1982
Fall Semester

August	28	Saturday	Orientation for new students begins
	29	Sunday	Residence halls open for returning students (5 pm)
	30-31	Mon.-Tue.	Registration
September	1	Wednesday	Classes convene
	7	Tuesday	Last day for schedule changes and late registration; Deadline: Pass/Fail application
October	13	Wednesday	Incomplete grades from Spring Semester and Summer School due in Registrar's Office
	15	Friday	Founders Day
	16	Saturday	Homecoming
	20	Wednesday	Midterm grades due in Registrar's Office
November	1	Monday	Last day for withdrawing from classes
	9-12	Tue.-Fri.	Preregistration
	20	Saturday	Fall Break; Residence halls close (12 noon)
	28	Sunday	Residence halls open (12 noon)
	29	Monday	Classes resume (8 am)
December	10	Friday	Reading Day — classes dismissed
	11-16	Sat.-Thu.	Final Examinations
	16	Thursday	Residence halls close (7 pm)

1983
January Term

January	2	Sunday	Residence halls open (12 noon)
	3	Monday	January Term classes begin
	4	Tuesday	Last day for schedule changes and late registration; Deadline: Pass/Fail application
	12	Wednesday	Last day for withdrawing from classes
	26	Wednesday	Final Examinations

1983
Spring Semester

January	27-28	Thu.-Fri.	Registration
	31	Monday	Classes convene
February	4	Friday	Last day for schedule changes and late registration; Deadline: Pass/Fail application
March	14	Monday	Incomplete grades from Fall Semester and January Term due in Registrar's Office
	21	Monday	Midterm grades due in Registrar's Office
	26	Saturday	Spring Break; Residence halls close (12 noon)
April	3	Sunday	Residence halls open (5 pm)
	5	Tuesday	Classes resume (8 am)
	6	Wednesday	Last day for withdrawing from classes
	20-22	Wed.-Fri.	Preregistration
April-May	29-1	Fri.-Sun.	Spring Weekend
May	7-12	Sat.-Thu.	Final Examinations
	12	Thursday	Residence halls close for non-graduating students (7 pm)
	13	Friday	Baccalaureate
	15	Sunday	Commencement

1983
Summer School - First Term *(4 Week courses)*

May	16	Monday	Registration (9-11:30 am)
	17	Tuesday	Classes convene
	18	Wednesday	Last day for schedule changes and late registration
	27	Friday	Last day for withdrawing from classes
June	11	Saturday	Final Examinations

Summer School - Second Term			*(4 Week courses)*
June	13	Monday	Registration (9-11:30 am)
	14	Tuesday	Classes convene
	15	Wednesday	Last day for schedule changes and late registration
	24	Friday	Last day for withdrawing from classes
July	9	Saturday	Final Examinations
Summer School - Third Term			*(4 Week courses)*
July	11	Monday	Registration (9-11:30 am)
	12	Tuesday	Classes convene
	13	Wednesday	Last day for schedule changes and late registration
	22	Friday	Last day for withdrawing from classes
August	6	Saturday	Final Examinations
1983			
Fall Semester			
August	27	Saturday	Orientation for new students begins
	28	Sunday	Residence halls open for returning students (5 pm)
	29-30	Mon.-Tue.	Registration
	31	Wednesday	Classes convene
September	6	Tuesday	Last day for schedule changes and late registration; Deadline: Pass/Fail application
October	7	Friday	Founders Day
	8	Saturday	Homecoming
	12	Wednesday	Incomplete grades from Spring Semester and Summer School due in Registrar's Office
	19	Wednesday	Midterm grades due in Registrar's Office
	31	Monday	Last day for withdrawing from classes
November	8-11	Tue.-Fri.	Preregistration
	19	Saturday	Fall Break; Residence halls close (12 noon)
	27	Sunday	Residence halls open (12 noon)
	28	Monday	Classes resume (8 am)
December	9	Friday	Reading Day — classes dismissed
	9-15	Sat.-Thu.	Final Examinations
	15	Thursday	Residence halls close (7 pm)
1984			
January Term			
January	2	Monday	Residence halls open (12 noon)
	3	Tuesday	January Term classes begin
	4	Wednesday	Last day for schedule changes and late registration; Deadline: Pass/Fail application
	12	Thursday	Last day for withdrawing from classes
	25	Wednesday	Final Examinations
1984			
Spring Semester			
January	26-27	Thu.-Fri.	Registration
	30	Monday	Classes convene
February	3	Friday	Last day for schedule changes and late registration; Deadline: Pass/Fail application
March	12	Monday	Incomplete grades from Fall Semester and January Term due in Registrar's Office
	17	Saturday	Spring Break; Residence halls close (12 noon)
	19	Monday	Midterm grades due in Registrar's Office
	25	Sunday	Residence halls open (5 pm)
	26	Monday	Classes resume (8 am)
	27	Wednesday	Last day for withdrawing from classes
April	16-18	Mon.-Wed.	Preregistration
	20	Friday	Good Friday Recess
	27-29	Fri.-Sun.	Spring Weekend
May	5-10	Sat.-Thu.	Final Examinations
	10	Thursday	Residence halls close for non-graduating students (7 pm)
	11	Friday	Baccalaureate
	13	Sunday	Commencement

Calendar subject to modification in the interest of the total College program.

1982-84

Wesleyan: New Directions

"A man can stretch his hand only to the length of his arm, but his intellect can span the vast reaches of space, time and being."

—Dr. Ernest Capstack, Jr.—
Professor of Chemistry

West Virginia Wesleyan is first and always a place where dreams are given direction and imagination finds focus in the hope that persons will, as Thoreau said, "meet with a success unexpected in common hours." Unlike much of the "real" world in which we live, Wesleyan is a place where person, reason and intellect have high value. Wesleyan exists to challenge the ordinary through the lives of persons who join together on an uncommon pilgrimage toward wisdom.

Since its founding in 1890, Wesleyan has been closely and intentionally tied to the United Methodist Church. The connection expresses a deep commitment of both to "intelligence seeking faith and faith seeking intelligence." This life of quest is lived within a community at this college. That means Wesleyan, more than most, cares for people. It respects the dignity of persons, invites inquiry into the meaning of life, and exhibits what visitors describe as "an uncommon friendliness."

Friendliness should not be mistaken for casualness, however. Because Wesleyan cares profoundly for persons, it expects a great deal from them: integrity, initiative, compassion, flexibility, curiosity, humor, and a capacity for joy.

The students and alumni who embody these characteristics are the great resource of Wesleyan. While its financial condition is solid and stable, the College is endowed with great persons more than great donations. Perhaps all of this has contributed to Wesleyan's sense of excitement about the future.

In a time when many small private colleges are struggling to survive, Wesleyan has just embarked on a new phase of growth. Under the banner, "Steward for a New Age," the College has committed itself to ten years of study and development centering around the twin themes of intellectual excellence and Christian values. While the academic program has never been in better shape, it is receiving even more attention. At a time when vocationalism is on the rise, Wesleyan is emphasizing the liberal

arts while also helping plan internships, off-campus learning, and independent study which support the career preparation programs. At a time when many schools are becoming more rigid in their views, Wesleyan asserts the strength of its United Methodist heritage to affirm responsible freedom in the pursuit of academic, emotional, and spiritual knowledge.

Finally, Wesleyan has an uncommon commitment to common sense. That is, at Wesleyan we are committed to efficient management, stewardly maintenance of well-planned facilities and a "picture-book campus," and the fullest possible support of out-of-classroom activities.

West Virginia Wesleyan is a modern-day institution of higher learning constantly pursuing and resolutely achieving newer and greater goals. The College has a valiant heritage, but even more impressive it has an exciting present and a valid future.

Wesleyan: Your College?

What Is Wesleyan?

Statement of Mission

Unite the pair so long disjoined, knowledge and vital piety.

—Charles Wesley—

West Virginia Wesleyan College is an independent, church-related, four-year college located in the Allegheny Highlands of north central West Virginia in the foothills of the Appalachian Mountains. Since 1890 it has served the educational needs of persons from the immediate region of West Virginia, from Pennsylvania, the Eastern Seaboard states, and other parts of our nation and world.

West Virginia Wesleyan College seeks and maintains a close association with The United Methodist Church and, as such, assumes a responsibility for Christian value-centered learning that explores the basic presuppositions of all education. It is committed to a concern for persons and the issues that surround them in society and aware of the favored status of our nation, it accepts a responsibility for less fortunate peoples all over the world. The College and the Church each pursues its particular mission simultaneously and interdependently with the College affirming responsible participation in both the community of faith and the community of learning.

West Virginia Wesleyan College views itself as an academic institution encouraging both the liberal and applied arts. In the tradition of liberal arts colleges, the Wesleyan faculty and administration are committed to developing the breadth of learning which both frees and disciplines the mind, refines and humanizes judgment, and enriches personal life. In the context of contemporary higher education, Wesleyan seeks to provide programs that equip students to participate responsibly, productively, and knowledgeably in their society, particularly in the interdependence of industrial society and developing regions.

As a creative microcosm of the human community amidst diversity of outlooks by students and faculty, the College strives to enact on its campus the quality of life which exemplifies education of the whole person in a framework of freedom with responsibility. This includes enhancing and reinforcing the potential of each person for service to all and fostering a society,

devoted to the sacredness of human life. In these aims West Virginia Wesleyan joins hands with its many alumni throughout the world in an effort to promote loving, just, and responsible action in the vocations to which they are called.

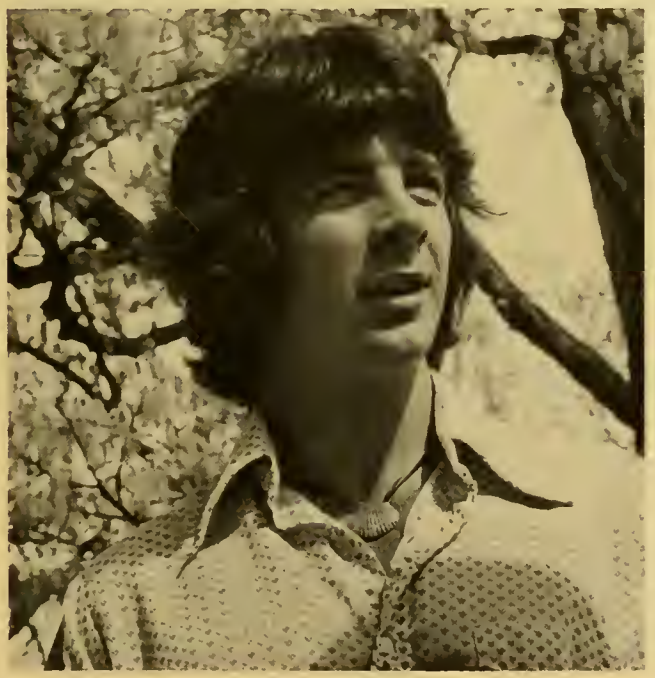
As a church-related institution of higher learning, the College seeks to demonstrate its endorsement of the basic tenets of stewardship. In this endeavor, it strives to remain responsible to its many alumni, donors, and students in the allocation of its resources so that maximum educational benefit can be achieved for the academic community and those who support its life by gifts and service.

It is with deep appreciation of the past, involvement in the present, and anticipation of the future that West Virginia Wesleyan College finds its mission articulated and made manifest. Loyalty to the best of the past, creativity in the face of a changing society, and responsibility to God and His creation remain key concepts which undergird Wesleyan's existence today and shape the nature of its life tomorrow.

What Can Wesleyan Do For You?

The College is concerned about you as a person and about the quality of life you will lead in the future. It stresses values of truth, beauty, and goodness in relation to attained knowledge and acquired learning. Wesleyan offers the very best in quality education so that its alumni can lead worthy lives in both their work and their leisure.

The aim of its liberal arts focus is to educate you to educate yourself, to learn *how to learn* throughout your life. No person can amass all the existing knowledge in any area today. A liberal arts approach, however, enables the student to become familiar with broad areas of knowledge and with the dominant themes, principles, and ideas important in our time. There is a concern for broad exposure and basic comprehensiveness at Wesleyan as well as room for self-discovery and self-awareness. The College is not unconcerned about career skills but believes that a sound liberal arts background enhances career goals.



The established objectives of a Wesleyan education include engendering and fostering:

- the ability and disposition to read the English language with understanding and to speak and write with economy and some elegance;
- the ability and disposition to think clearly, objectively, independently, and constructively;
- the ability and disposition to order one's life in such a fashion as to render good health in both body and mind;
- a broad orientation in the liberal arts, with some understanding and appreciation of the content and import of the main fields of learning and of the major problems of human life;
- an understanding and appreciation of those questions of human commitments and values in the Christian faith;
- sufficient concentration in some field, or fields, to constitute adequate preparation for graduate study or immediate entrance into some well-considered vocation;
- the ability and disposition to be a good citizen — to participate in, and to assume leadership in, socially constructive organizations and activities;
- and the development of human sensibilities to their utmost potential in each of the perceptive, expressive, cognitive, and involvement aspects of human nature.

What Learning Environment Does Wesleyan Provide?

Wesleyan's campus facilities are among the most comprehensive and modern in the state. Wesley Chapel, with its soaring steeple, sets the traditional Georgian architectural style which prevails on campus. Other buildings include the Benedum Campus Community Center, the Department of Nursing — Middleton Hall, the John D. Rockefeller IV Physical Education Center, and Barnhart Memorial Student Health Center. All of these are modern, fully-equipped facilities and are described in greater detail elsewhere in this catalog.

Mention should be made here, however, of the Christopher Hall of Science where course work goes on in quantum physics, molecular biology, biochemistry, and other contemporary areas of science. Visitors always ask to see the building's planetarium and greenhouse facilities. The College's extensive computing facilities include a full-size VAX 11/750, and PDP 11/70, plus one mini- and four micro-computer systems, six full-color graphics terminals, and four personal computers. This diversity allows a broad range of capabilities including on-line administrative and academic computing, advanced research, and hands-on education.

The Lynch-Raine Administration Building, one of the older buildings on campus, boasts newly-installed wall-to-wall carpeting and modern lighting in its classrooms and offices. Haymond Hall, originally the Science Building, has received an outside face-lifting and an inside renovation transforming it into a modern, air-conditioned facility with classrooms, offices, a learning center, a fully-equipped audio-visual aids center, modern home economics laboratory, and a television studio.

Atkinson Auditorium is the Drama Department's laboratory and staging area. The Loar Memorial Building provides studios, classrooms, and practice rooms for the Department of Music.

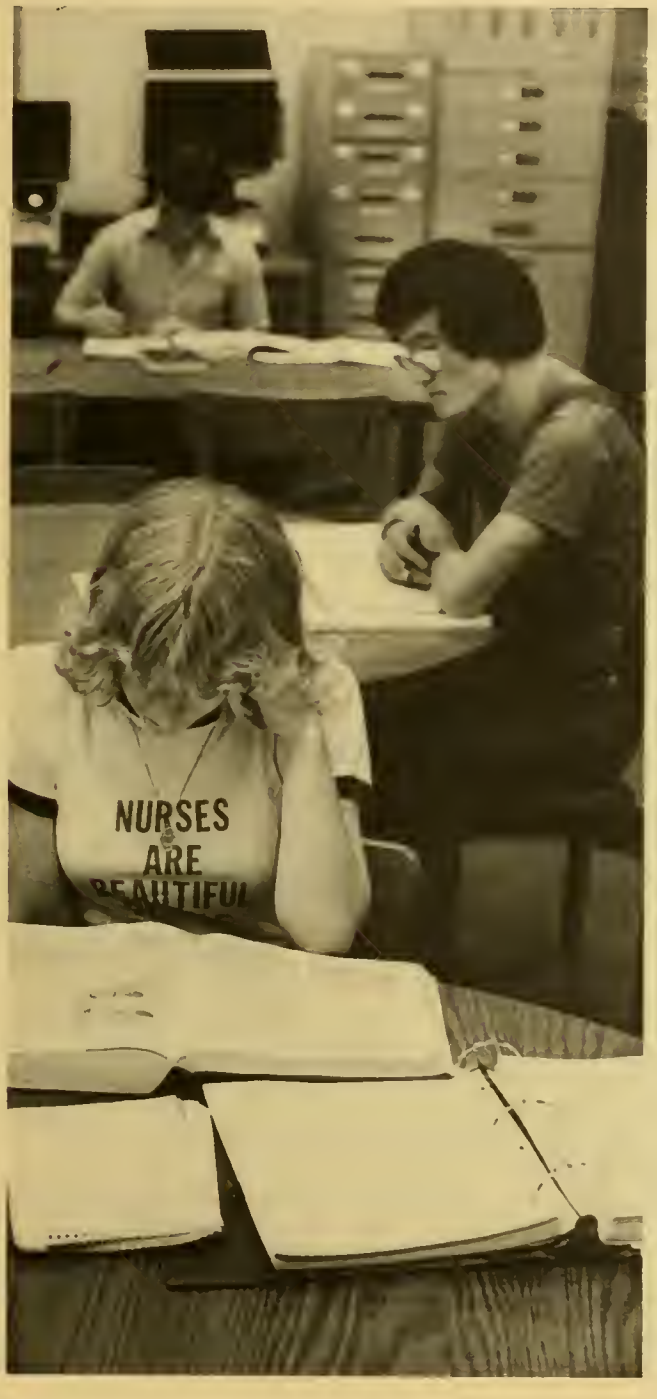
In all, some thirty-two buildings are owned and operated by the College, including ten residential buildings. The residence halls conform to the Georgian pattern with brick exteriors, archways, and wrought-iron trim.

Perhaps the most important facility is A. M. Pfeiffer Library. Carpeted, air-conditioned and climate controlled, the library has 143,000 volumes and currently subscribes to 654 periodicals and newspapers. The library has an attractive 18th century facade; its interior, however, is designed for the future — with coaxial cable for electronic carrels. The Henry M. Rockwell Independent Study Center already provides a variety of audio-visual equipment, including a "micro-teaching station" with complete color television recording and playback capability. Comfortable chairs, open stacks, meeting lounges, and study areas, combined with the personalized service offered by the staff, contribute to the library's learning environment.

The College is a member of a four-college consortium composed of Wesleyan and three nearby institutions of similar size. Sharing of facilities, equipment and programs has added immeasurably to the learning opportunities for students in all four colleges. Wesleyan is particularly proud of its leadership role in this mutually beneficial arrangement.

As stressed in the Student Life section, the learning environment at Wesleyan goes beyond the classroom experience to include all areas of campus life, the Buckhannon community, and many additional off-campus experiences and endeavors.

An emphasis on an individualized and flexible curriculum; a high degree of student participation in the decisions of the College through one of the first Community Councils in the country; a wide variety of cultural, social, and athletic events; a highly qualified and dedicated faculty: these are major factors in Wesleyan's highly successful rendering of an atmosphere conducive to learning.



Wesleyan Accreditation

West Virginia Wesleyan is fully accredited by the North Central Association of Colleges and Secondary Schools and approved by the University Senate of The United Methodist Church. The College holds membership in the National Association of Schools of Music and is approved by the West Virginia Department of Education. The College participates in the Interstate Certification Project, whereby twenty-eight states now certify teachers graduating from Wesleyan's Department of Education. Accredited by the Board of Review for Baccalaureate and Higher Degree Programs of the National League for Nursing, Wesleyan is a member of the Council of Member Agencies of that organization.

Wesleyan is a member of the National Association of Independent Colleges and Universities, the National Commission on Accrediting, the American Association of Colleges for Teacher Education, and the Council of Independent Colleges.

The College is approved for membership purposes by the American Association of University Women and participates in the American College Testing Program, the College Entrance Examination Board, American Library Association, State of West Virginia Board of Examiners for Registered Nurses, and National Association of Schools and Colleges of the United Methodist Church. The athletic programs are affiliated with the National Association of Intercollegiate Athletics, the National Collegiate Athletic Association, and the Association of Intercollegiate Athletics for Women.

Admission

Wesleyan seeks students with inquiring and creative minds who will profit from a liberal arts program in an atmosphere of freedom with responsibility.

Students are selected by the Office of Admissions on the basis of their ability, interests, academic preparation, character, and promise, as indicated by their own statements on application, as well as by school records and test results. Since each applicant is considered on his or her own merit, the College invites applicants for admission to supply further evidence to indicate their competence and eagerness to deal with a demanding and exciting program.

The College, open without discrimination to qualified students of all races, reserves the right to refuse to admit any applicant who, because of low scholarship, is deemed by the Committee on Admissions and Academic Standing unlikely to conform to the standards and ideals the College seeks to maintain.

Admission of High School Graduates

Persons wishing to be admitted by high school transcript should present the following items to the Director of Admissions:

1) An application for admission on a form furnished by the College with the $25.00 fee (nonrefundable).

2) A transcript of record from an accredited high school showing courses pursued, grades earned, and credits amounting to at least 16 units (earned in grades 9 to 12).

3) A record of either SAT (Scholastic Aptitude Test) or ACT (American College Test) scores.

4) A satisfactory health history on a form furnished by the College (provided after acceptance).

Graduates of non-accredited high schools or holders of the General Equivalency Diploma may be considered for admission if they demonstrate satisfactory ability and achievement by supportive information.

Admission

Admission of Transfer Students

Persons transferring from other accredited institutions of collegiate rank may be admitted to advanced standing upon presentation of the following items to the Office of Admissions:

1) An application for admission on a form furnished by the College with the $25.00 fee (nonrefundable).

2) An official transcript of credits earned at all institutions previously attended, showing entrance credits accepted and results of standard tests administered.

3) A transcript of high school record certifying graduation and showing courses pursued and grades earned.

4) A satisfactory health history, on a form furnished by the College.

West Virginia Wesleyan College will accept for transfer credit courses compatible with its academic program. The grades and hours so earned shall count toward graduation. Nursing transfer students should refer to the Nursing Department program in this catalog.

Credit for courses taken in non-accredited institutions may be held for one academic year pending successful performance ("C" average) on work taken at Wesleyan. The Committee on Admissions and Academic Standing may require examinations to demonstrate satisfactory knowledge of such courses.

Admission With Associate of Arts Degree

Students who transfer to Wesleyan with an A.A. degree from a regionally accredited community or junior college may be admitted with the degree credited as fulfilling Wesleyan's general education requirements when the total educational background, including high school record, shows compatibility with Wesleyan's general education requirements. Obvious deficiencies in general education requirements must be minimally met. Students who meet these requirements may proceed directly to courses and prerequisites for the major.

West Virginia Wesleyan College does not accept more than sixty-eight semester hours of credit from a junior or community college.

Readmission of Former Students

Former students who were in good standing may be readmitted upon completion of the appropriate forms in the Admissions Office.

Former students who were not in good standing may be readmitted upon completion of the appropriate forms and approval of the Committee on Admissions and Academic Standing. When appropriate, transcripts of credits completed at other institutions of higher learning should be filed with the application for readmission.

Admission of International Students

Students whose primary language is not English should be aware that Wesleyan conducts all of its instructional program in English and offers no special program for the learning of English as a second language. Therefore such applicants will be required to certify their language competency through the TOEFL examination or other evidence of capability to pursue a course of study in English. Information on required standards is available from the Office of Admissions.

Alternative Entry Program

The Alternative Entry Program is designed to meet the needs of those persons twenty-five years of age or older who are interested in pursuing an academic degree program. Alternative Entry allows the possibility of life experience and noncollegiate educational credits being applied towards the degree, based on the student's background and work experience. Such evaluations will be made by the student's advisor and the AEP Office. Contact the Office of the Vice President for Academic Affairs for more information.

Admission On Academic Probation

At the discretion of the Director of Admissions, students may be admitted on academic probation. Those who maintain a satisfactory record — "C" average or better, and good conduct — will be accorded good standing; and those who fail to maintain a satisfactory record may be requested to terminate their enrollment.

Conditional Admission

At the discretion of the Director of Admissions, students may be admitted with the condition that they limit their academic load, participate in the College's reading and study development program and/or successfully complete 6 credits of summer school work. Such action is taken only when it is deemed to be in the best interest of the student concerned.

Advanced Placement By Examination

The College participates in the Advanced Placement Program of the College Entrance Examination Board. Students who have taken and satisfactorily passed college level courses in high school and who have passed the Advanced Placement Examination of the Educational Testing Service at the level of "3" may apply to the College for credit or advanced placement in these subjects. These examinations are administered in the Spring. Applicants must have results sent to the Office of Admissions for verification prior to the Fall semester.

Wesleyan has adopted an extensive program of credit by examination. The Advanced Placement Program as well as the College Level Examination Program (CLEP) are integral parts of this program. For detailed information see the section entitled Academic Program.

NOTE. See section entitled Academic Program for information on:
Credit For Noncollegiate Study
Credit for Educational Experience In Armed Services

Expenses and Financial Aid

Application Fee

The application fee for admission is $25.

Enrollment Deposit

All new students, including freshmen, transfers and readmits, shall make an enrollment deposit with the Admissions Office in the amount of $100. This deposit will be treated by the Bursar's Office as an advance payment against the student's semester account. The deposit may be refunded to prospective students who are accepted by June 1 and notify the College in writing of withdrawal not later than July 1. Students who are accepted after June 1 and notify the College in writing within thirty days of acceptance of their intent to withdraw will be eligible for a refund.

Orientation Fee

To cover the cost of the Orientation program, all new students pay an additional charge of $30 each (sales tax included).

Instruction

The instructional charge (1982-83) is $1800 per semester for all students carrying from twelve through sixteen semester hours of work. There are no additional charges for courses in Applied Music. For students carrying fewer than twelve semester hours of work, the charge is $148 per semester hour. For each semester hour carried in excess of sixteen, the charge is $82.

The instructional charge for evening courses is $77 per semester hour.

The instructional charge for courses taken during the summer session is $77 per semester hour.

The instructional charge for any course not regularly scheduled is $175 per semester hour. Registration for such a course is permitted only in the most extraordinary cases, and must be approved in advance by both the Vice President for Academic Affairs and the instructor involved.

The instructional charge for graduate level courses is $75 per semester hour.

Expenses and Financial Aid

Estimate of Expenses

This estimate does not include books, travel, clothing, medical reimbursement insurance, amusements, and other personal expenses.

The College reserves the right to change any of the charges below at any time.

1982-83	Semester	Year	Summer School
Instruction	$1,800.00	$3,600.00	$ 77.00 per cr. hr.
General Fee	193.00	386.00	13.00 per cr. hr. (to 4 hrs.)
Room (Double Occupancy)	540.00	1,080.00	40.00/Week
Board	618.00	1,236.00	42.00/Week
Sales Tax on Room	27.00	54.00	as applicable
Total	**$3,178.00**	**$6,356.00**	

General Fee

The general fee (1982-83) is $193 per semester. This fee covers such services and activities as library, health facility, athletic events, school publications, Wesleyan Handbook and Directory, activity card, and campus center privileges. There will be a general fee charge to part-time students in the regular semesters of $13 per credit hour. General fee for each summer term is $13 per credit hour to a maximum fee of $52.00.

Room Deposit

Enrolled students who desire to live in college housing shall pay a room deposit in the amount of $100 not later than May 1 of each year. This deposit will apply toward the student's account for the following semester. This deposit may be refunded if the student notifies the college in writing not later than July 1 that he or she is withdrawing from college.

January Term

Students enrolled full time either first or second semester will incur no additional tuition charges for the January Term experience. Part-time students will pay the tuition charge of $77 per semester hour of credit.

Students residing in college housing and/or eating in college dining halls during the first and second semesters will incur no additional charge for room and board during January Term. Those students who are in college residence halls and/or eating in the college dining halls only one semester will pay one-half of the appropriate charge(s) for the January Term.

Auditors

Auditors pay $25 for any course audited. However, if an audited course does not constitute an overload for a regularly enrolled student, then no audit fee is required. If any portion of the course audited represents an overload, then the full fee of $25 shall be due.

Nursing Transportation Fee

All Nursing students enrolled in the clinical portion of the program will pay a $75 transportation fee per semester to cover the cost of travel to the clinical sites.

Student Teachers

Students who move from a college residence hall to do practice teaching out of town will pay one-half the room and board charges for that semester.

Automobile Registration Fee

The automobile registration fee is $1 per year.

Breakage and Damage to Property

A charge will be made to cover cost of equipment broken in laboratories.

A charge will be made to cover any damage done to college property beyond the wear caused by normal and proper use thereof. Damage in college housing not charged to an individual will be shared by the occupants of the residence hall or of a floor.

Late Registration or Preregistration

A charge of $5 is made for failure to register or preregister on dates designated.

Graduation and Diploma

During the registration period for the semester or summer term in which a student completes requirements for a degree, he will pay a graduation and diploma charge of $20.

Late Application for Degree

A charge of $5 is made for any application for a degree filed less than twelve months prior to anticipated completion of degree requirements.

Transcripts

One transcript of a student's record is furnished free. A charge of $1, payable in advance, is made for each additional transcript. An application for a teacher's certificate completed by the College constitutes a transcript.

Medical Reimbursement Insurance Service

An optional Medical Reimbursement Insurance is available for students who need such coverage. (See Health Services in the Student Life section.)

Terms of Payment

As a means of providing experience and emphasizing punctuality and responsibility in business matters, the College prefers to deal directly with students rather than with their parents.

All charges are due and payable on or before the day of registration. Any student not meeting this requirement, who has guaranteed financial assistance from an authorized agency outside the College, must present a letter of guarantee to the Bursar on or before the day of registration.

Students will be billed in advance of each semester (July and December) by the Office of the Bursar for tuition, fees and other applicable charges. Early payment is urged to insure that adequate financial arrangements are complete and thereby simplify registration procedures. All payments are due by the time of registration with no grace period or extension of time permitted, except as stated above.

Persons who prefer a monthly payment plan may avail themselves of the services afforded by The Tuition Plan, Inc., Concord, New Hampshire 03310, or The Insured Tuition Plan, 6 Saint James, Boston, Mass. 02116. These organizations, which serve the clientele of many institutions of higher learning, enable the parent or guardian to finance the cost of attending Wesleyan. Two, three and four-year contracts, which include the benefit of parent life insurance, are also available. Persons interested in this service should make arrangements directly with one of the financing organizations in order to meet college expenses at the time of registration. Additional information is available from the Bursar's Office or the Director of Admissions at Wesleyan or by corresponding with the financing organizations.

Students are not eligible to receive transcripts of credits or to be graduated until all charges are paid in full. Students are not permitted to preregister or register for a subsequent term or semester until all charges for previous terms are paid in full.

Refunds

In view of the fact that charges paid by students cover much less than the total operating cost of the College, refunds are subject to the following regulations:

1) For a student withdrawing from the College because of illness, or for other honorable reasons considered adequate by the College, the following refund schedule will be used:

Summer School & January Term

Within 3 class days	80% of tuition refunded
4 to 6 class days	60% of tuition refunded
7 to 9 class days	40% of tuition refunded
After 9 class days	No refund

First and Second Semesters

Within 2 weeks	80% of tuition refunded
2 to 4 weeks	60% of tuition refunded
4 to 6 weeks	40% of tuition refunded
After 6 weeks	No refund

(Students making schedule changes moving them from full-time to part-time status or reducing their part-time load after the first five days of a semester or the first two days of a summer term will receive refunds of the difference in instructional charges according to the schedule listed above for withdrawal from the College.)

2) A student withdrawing from the College during a semester, or summer term, for any reason other than those stated in 1) above will receive no refund of instructional charges.

3) A student withdrawing from the College during a semester, or summer term, will receive no refund of charges for room.

4) A student withdrawing from the College during a semester, or summer term, will receive no refund of charges of general fee.

5) A student withdrawing from the College during a semester or summer term, for any reason, will be refunded a part of his charges for board proportionate to the number of whole weeks of the semester or summer term remaining after his meal ticket is surrendered.

6) A student discontinued for disciplinary reasons will receive no refund of any charges, except for board, as provided under 5) above.

7) A student asked to vacate his residence hall room for disciplinary reasons will receive no refund of charges for room.

8) Special conditions related to the January Term are explained in the January Term catalog.

Scholarships and Student Financial Aid

Financial aid at West Virginia Wesleyan College is available on the basis of scholastic achievement, special talents and abilities, and financial need. Awards are given for a period of one academic year, beginning in September, unless otherwise stated. It is necessary to apply for all financial aid each year.

More detailed information is available from the Financial Aid Office. The following describes general guidelines and resources.

Requirements governing eligibility to receive financial aid: An applicant must be enrolled as a full-time student and must accumulate a minimum grade point average of 2.00 for institutionally funded aid. Recipients of federal Title IV aid must be enrolled at least half-time and their continued eligibility will be reviewed each semester based on cumulative grade point average related to credit hours attempted. Total institutional assistance cannot exceed billed costs (tuition, fees, room, board).

Procedure to follow when applying for financial aid: 1) Complete the West Virginia Wesleyan Application for Aid and return it to the Financial Aid Office. 2) Carefully complete the Financial Aid Form (FAF) and submit it to the College Scholarship Service by March 1 to receive primary consideration from available resources. 3) Sign and return to the Financial Aid Office the Award Notice prepared from the information supplied on the FAF and Application.

General information: Financial aid awards will be made on or before June 1 of each year to those students who applied on time. Grants and scholarships will be credited to the student's account (half each semester); loans will be credited to the student's account after the promissory note has been signed; earnings from student employment will be paid to the student on the fifteenth day of the month following the month worked. Reapplication materials will be distributed to aided students before the Christmas vacation each year.

Scholarships

Honor Scholarships: To recognize superior academic performance, the College awards scholarships ranging from $200 to $1800 to students who rank in the upper ten percent of the high school class and present high entrance test scores. A cumulative high school grade point average of 3.5 is required and must be maintained for renewal of this scholarship each year of college attendance.

United Methodist Scholarships: To recognize academic performance of United Methodist Church members, the College awards scholarships ranging from $200 to $1200 to eligible students with above average test scores, who rank in the upper fifth of the high school class, and who show financial need based on information submitted on the FAF. A cumulative high school grade average of 3.0 is required to receive this award, which is renewable with the maintenance of a 2.7 average and continuing need.

Wesleyan Scholarships: To assist full-time applicants who show financial need and have a cumulative average of at least 2.50, the College makes annual awards in amounts ranging from $200 to $1000.

National United Methodist Scholarships: The Board of Higher Education and Ministry of The United Methodist Church annually awards four West Virginia Wesleyan students (usually upperclassmen) scholarships amounting to $500 each. In order to qualify a student must meet the general requirements for admission to the College, have been a member of The United Methodist Church for at least one year prior to date of application, be outstanding in Christian motive and purpose, and rank high in scholarship, not below a "B" average. National United Methodist Scholarships may be renewed once, subject to the same conditions as govern original awards. Funds for this program come from the annual Methodist Student Day offering for the Student Loan and Scholarship Fund.

Restricted Scholarships: Various special and restricted scholarships have been established at Wesleyan. These vary in amount and are awarded by the Director of Financial Aid according to specific criteria of the donors.

Lelia Rosa Bailey Scholarship
Sophia Banes Scholarship
Walter Barnes Scholarship
Beckley District United Methodist Scholarship
John L. Bennett Scholarship
James Nathan Berthy, Jr. Memorial Award
W. Chilton Bobbitt and Alta Heaton Bobbitt Scholarship
Kathryn Bodie Scholarship
Burgess Property Scholarship
Ettie Campbell Scholarship
Ross and Olive Culpepper Scholarship
Mason Crickard Scholarship
The Reverend & Mrs. M. H. Cummings Memorial Scholarship
Neva Moss Cutshall Scholarship
Hazel Cline Dillon Scholarship for Women
Leo G. Donahue Memorial Scholarship
Pearl Dorsey Scholarship
Florence E. Elliott Honorary Nursing Scholarship
Olive Kinsey (Brown) and Philip Macon Ennis Memorial Scholarship
Falls Mill United Methodist Scholarship
Bonnie Farnsworth Scholarship
Paul L. & Mary L. Flanagan Scholarship
Fogelsong Scholarship
G. E. Gaston Scholarship
William H. Gilmore Scholarship
W. W. Harper Scholarship
Arnim C. Hinkle Scholarship
Hardesty Nursing Scholarship
Ellen B. Hoff Scholarship
Donella John Scholarship
Pearl Lowe Johnson Scholarship
E. Ray Jones Scholarship
Alice A. Kelley Memorial Scholarship
Sherwood Kerns Memorial Scholarship
George A. Kinley Scholarship
James L. Knight Scholarship
Dorothy Lee Scholarship
G. W. Loar Scholarship
Judson H. Loar Scholarship
Mary G. Loar Scholarship
Glenn W. Maddy Scholarship
Stanley H. Martin Scholarship
James L. Matthews Scholarship

Reta Heavner Maxwell Scholarship
Esther T. McAllester Scholarship
James F. McGregor Memorial Scholarship
Flora E. Miles Scholarship
Charles D. Munson, Jr. Memorial Scholarship
P.E.O. Scholarship
William E. Phillips Memorial Scholarship
Presser Foundation Scholarship
J. Roy Price Scholarship
Walter C. Price Scholarship
David E. Reemsnyder Memorial Scholarship
Stanley and Eva Rexrode Scholarship
William B. Robinson Scholarship
Ross Scholarship
Harry E. Sharps Scholarship
John C. Shaw Scholarship
Mary Shaffer Memorial Award
Helen B. Sheppard Scholarship
Flossie Snodgrass Memorial Scholarship
B. F. Standiford Scholarship
Okey J. Stout Memorial Trustees' Award
Glen and Mary Sutherland Scholarship
Silas D. Tamblyn Scholarship
Audrey Hood Thompson Scholarship
Ada K. Tuckwiller Scholarship
H. W. Ware Scholarship
Wesleyan Nursing Scholarship
West Virginia Wesleyan Permanent Endowment Fund
Roy V. Whiston Scholarship
John L. Wolf Memorial Scholarship
Mabel Snodgrass Workman Scholarship
Dr. M. Arthur Workman Scholarship
Mary Agnes & R. Bates Wooters Scholarship

Grants

Various grants for educational support are available to qualified students from state and federal sources or are awarded by the College to students manifesting special talents or abilities. Wesleyan grants require the annual maintenance of a 2.00 average; requirements of other programs vary.

Program Leadership Grants recognize and support student leadership in the co-curricular program of the College, including chapel, publications, radio, activities board and Community Council presidency.

Performing and Fine Arts Grants recognize superior contributions to the campus in music, art, drama and forensics.

Athletics Grants recognize achievement in intercollegiate athletics.

Grants-in-Aid assist qualified students enrolled under Wesleyan's regional development program.

Ministerial Grants provide one-half tuition aid at Wesleyan for unmarried dependent children (under age 23) of ordained United Methodist ministers of the West Virginia and Western Pennsylvania Conferences; one-fourth for ministers of other conferences.

Pell Grants are made available by the federal government to students meeting eligibility criteria of need based on data submitted on the FAF or the Federal Student Aid Application. Students must be enrolled at least half-time in an undergraduate program. Notification of eligibility is mailed directly to the student with instructions to supply this notice to the Director of Financial Aid in order to receive a disbursement each semester.

Supplemental Educational Opportunity Grants are awarded annually under a federal program to full-time undergraduate students with financial need by the Director of Financial Aid. The grants may range from $200 to $2000 as the annual federal allocation permits.

State Scholarships are available from various states for use at Wesleyan, and all students should inquire into this possibility. West Virginia, Massachusetts, Connecticut, Pennsylvania and New Jersey are some whose residents receive state scholarships at Wesleyan. West Virginia residents should be sure their Financial Aid Form is received by the College Scholarship Service by March 1 and that high schools mail early the grade report forms to the Board of Regents.

Workships. Workships are offered in almost all areas of the college community. Workships vary in amount awarded, according to work assignment and number of hours scheduled. The College Work Study Program is federally supported; the General Workship is institutionally supported.

Loans

Educational loans offer the possibility of meeting college needs with usually favorable repayment terms. Because of current revisions in federal programs students should inquire for more specific information about such loans.

Nursing Student Loans have offered eligible students up to $2500 per year to meet part of their educational expense.

National Direct Student Loans offer up to $1500 per year from available funds for students with financial need.

Guaranteed Student Loans have been intended to make loan money available to a broader range of students enrolled at least half-time in college. Up to $2500 a year is available with repayment at a favorable interest rate beginning six months after the borrower ceases to attend college. Formerly without restriction these loans now carry a family income need test. Applications are available at local banks and lending agencies.

Parents Loans for Undergraduate Students assist families and independent students to assume financial responsibility for their own college education. A parent may borrow up to $3000 a year (independent students $2500) with repayment beginning within sixty days. Applications are available at local banking and lending agencies.

United Methodist Student Loans funds are made available by the Board of Higher Education and Ministry to Methodist students through the College Financial Aid Office.

College Loan Funds have been established by donors wishing to assist Wesleyan students fulfill their educational goals. These monies are administered by the Director of Financial Aid.

Claude Worthington Benedum Loan Fund
Rose C. Chancellor Loan Fund
Christopher Loan Fund
Funk-Reese Loan Fund
Iva Cooper Gould Loan Fund
Hartley Perine Loan Fund
Benjamin Haught Revolving Loan Fund
Leroy Lawson Endowment Loan Fund
Liggett Memorial Loan Fund
James Mahood Loan Fund
Lilly M. Riggs Loan Fund
Charles A. Snider Loan Fund
Tetrick Student Loan Fund
West Virginia Wesleyan Student Loan Fund
Guy Wilson Loan Fund

Other Sources of Funds

Students are urged to explore scholarships from local fraternal organizations, parent-teacher associations, church-related groups, businesses, veterans' associations or other organizations and agencies.

Freedom with responsibility is an important aspect of life at Wesleyan. Both student and professor relish and guard zealously their freedom to function creatively and effectively within the college community.

The College considers experiences in group living, co-curricular activities, and campus governance as significant elements of a liberal arts education. A number of states and several foreign countries are represented in the student body and the faculty and staff. The merging of this diversity produces a dynamic, lively and interesting community of people. The College is committed to a strong academic program and the molding of the individual into a learned, responsive, sensitive, rounded personality. Happenings outside the four walls of the classroom are extremely important to the student's growth and development as a person. Co-existence with a diversity of people, acceptance of responsibility for one's own actions, participation in group endeavors, exercise of one's leadership capabilities and abilities to organize and govern — these broadening experiences occur in the residence halls or through participation in co-curricular activities.

The Chapel and Religious Center

It is no accident that Wesley Chapel is located at the center of the campus, its spire towering over all the buildings. The Chapel is a clear affirmation of Wesleyan's commitment to the integration of intellectual, emotional, and spiritual concerns. Here the campus community gathers for worship on a regular basis, encounters a variety of cultural events, undertakes the academic study of religion, philosophy, and religious education, and finds profound resources for counseling and personal guidance.

Every Sunday of the academic year the campus community is invited to worship at Wesley Chapel. While the Dean of the Chapel is the principal preacher, the musical and dramatic arts are frequently utilized with special assistance coming from campus choral groups, LoveShine, and a Sacred Dance Choir. Roman Catholic students may attend Mass which is celebrated each weekend on campus.

The Chapel and Martin Religious Center serve the campus as a meeting place for groups involved in

Student Life

various religious, humane, and academic concerns. The Christian Life Council, advised by the Dean of the Chapel, coordinates the activities of campus Christian groups and plans special events and programs. Among other groups offering service to the campus and the larger community are the Student Volunteer Projects, Sigma Theta Epsilon and Kappa Phi (Christian service organizations), LoveShine (putting the Christian message into dramatic and musical form), Sacred Dance, and Chapel Choir. The offices for the Departments of Religion, Philosophy, Christian Education, and Counseling and Placement are located in the Center.

The Chapel building also contains the Wesley Art Gallery, Chambers Lounge, and the West Meditation Chapel. The Meditation Chapel is open 24 hours a day for use by students and college staff in small group worship and private meditation.

While Wesleyan is clearly a Christian campus, it is a campus open to all persons regardless of their faith commitment. The Chapel and Religious Center stand as a symbol of this Christian identity and also of our concerned openness to religious diversity.

The Physical Education Center

This new $4.5 million structure accommodates over 3,700 spectators and is one of the finest small college sports complexes in the country. Its classic Georgian lines coordinate with the architecture of the other buildings on campus; its eastern wing is joined to the Campus Center, enabling students to move freely between the two facilities. An intercollegiate basketball court seating 3,750, two intramural practice courts, four handball courts, an indoor tennis court, a volleyball court, golf and wrestling practice areas, an auxiliary gymnasium, sauna baths, a dance studio, gymnastics and weight rooms, and a portable stage — all are available to contribute to the physical well-being of the Wesleyan student. Outdoor recreational activities, including softball, field hockey, tennis and archery are also a part of campus life. A nearby state park offers nature walks, hiking, fishing, and outdoor swimming in a mountain stream.

Health Services

The Barnhart Memorial Health Center is provided with emergency room, treatment rooms, infirmary beds, doctor's facilities, and nurse's quarters. The College provides twenty-four hour nursing service and the services of two local physicians for minor and occasional illness. When students are admitted to Wesleyan, they must submit a health history on an official form provided by the Admissions Office. Nursing students and athletes are required to have an annual physical examination.

Nearby hospitals are available for cases of serious illness. All students receiving medical care must assume the responsibility of meeting the financial payment directly to the physician or hospital from personal funds or through their hospitalization programs. The College cannot assume responsibility for prolonged or specialized medical care or for hospitalization.

Medical reimbursement insurance, covering accidents and hospitalization, is available for either nine months or twelve months at a minimal cost and is provided on an optional basis. It is strongly recommended that all students admitted to West Virginia Wesleyan College be covered by medical insurance.

The Campus Center

The Benedum Campus Center offers physical facilities for swimming, bowling, billiards, pinball, ping-pong, reading, TV viewing, conversation-over-coffee, a quick lunch with friends, and lively bull sessions. It is a place of recreation and relaxation, and work. Located in the building are the College Bookstore, Post Office, and radio studios of WVWC-FM, as well as the offices of the student newspaper and yearbook.

The bulk of campus programming is handled by the Campus Activities Board, which promotes nearly three hundred activities during the week and on weekends. In the past two years this group has brought to campus such talented performers as the Charlie Daniels Band, Alabama, Spyro Gyra, The Spinners, Pure Prairie League, Harry James Band, Tommy Dorsey Orchestra, Orleans, Michael Murphey, and Michael Iceberg. Current box office movies are programmed each weekend along with fine art

features during the month. Other activities include recreation trips, coffeehouses, dances, guest comedians, outdoor bluegrass concerts, exhibits, variety shows, athletic tournaments, and many other forms of entertainment.

Cultural Events

The endowed Special Events Fund and the Liberal Education Series provide the campus with a variety of cultural events. These activities, which are often coordinated with the Humanities Program and other curricular offerings, include dramatic productions, academic lectures, art exhibits, concerts and musical performances. Presentations by the Audubon Quartet, The National Theatre of the Deaf, Dr. Benjamin Hooks, Repertory Dance Theatre, as well as residencies by artists and writers have brought excellence to the campus in recent semesters.

Community Council

The coordination of campus activities and organizations is the responsibility of a Community Council, composed of representatives from the student body at large, specific student groups, the faculty and the administration. This body, meeting weekly, facilitates campus communication and the development of proposals for change in College policy and procedure. The meetings serve as a readily available forum for the discussion of campus problems and issues by interested members of the College community.

The Town

An on-campus bookstore provides for limited student shopping. However, the downtown shops provide for most student needs during the school year. "Town and Gown" interact freely. Buckhannon merchants and citizens have always considered the College an integral part of the larger community and each year welcome the influx of students with genuine friendliness.

Most students appreciate the small-town setting and particularly the beauty of the green hills and the nearby forests and rural areas which encircle the campus.

Student Activities

A variety of activities and organizations are responsive to the interests of the student body. Wesleyan men and women participate in a total of twelve intercollegiate sports and support an extremely active and competitive intramural program. Wesleyan's musical organizations have received recognition throughout the eastern United States. The West Virginia Wesleyan Choir annually performs on tour in cities and towns in the East and has toured abroad during the summers. The Jazz Band is recognized as one of the best in West Virginia, and has also toured abroad. Participation runs high in these and other musical ensembles.

Forensics (both debate and individual events) is one of the most active units on campus and has brought home a number of trophies to promote even more interest among students. Students interested in drama participate in two major productions each year, Children's Theatre which tours West Virginia during the Spring, and a variety of student-directed programs. Students interested in journalism and communications find their way to the *Pharos* and *Murmurmontis* offices, campus newspaper and yearbook respectively, the campus radio station, WVWC-FM, and the television production studio.

Five national social fraternities maintain fraternity houses near the campus including Chi Phi, Kappa Alpha Order, Phi Sigma Epsilon, Theta Chi, and Theta Xi. Four national sororities occupy meeting suites

in a special wing of Holloway Hall. These include Alpha Delta Pi, Alpha Gamma Delta, Alpha Xi Delta and Zeta Tau Alpha.

Departmental organizations and honoraries include: Alpha Beta Alpha (Library Science); Economics Club; Glauner Historical Society (History); Mortar Board (Senior honorary for women); Home Economics Association; Philosophy Club; Physical Education Majors Club; Student National Education Association; Student Nurses of Wesleyan; Sigma Tau Delta (English); Alpha Phi Gamma (Journalism); Alpha Psi Omega (Dramatic Arts); Delta Sigma Rho—Tau Kappa Alpha (Forensics); Benzene Ring (Chemistry); Beta Beta Beta (Biology); Delta Mu Delta (Business); Delta Psi Kappa (Women's Athletics); Kappa Delta Pi (Education); Kappa Omicron Phi (Home Economics); Kappa Pi (Art); Math Honorary; Association for Computer Machinery; Omicron Delta Kappa (honor society for Junior-Senior men, faculty and alumni); Omicron Delta Epsilon (Economics); Sigma Theta Tau (Nursing); Phi Kappa Phi (academic honor society); Phi Alpha Theta (History); Pi Gamma Mu (Social Science); Psi Chi (Psychology); Sigma Alpha Iota (Women's Music Honorary); Phi Mu Alpha Sinfonia (Men's Music Honorary); Music Educators National Conference; American Guild of Organists; Kappa Phi (Christian Women); Christian Life Council; Sigma Theta Epsilon (Christian Men); and Alpha Lambda Delta (Freshman Academic).

Interest groups recognized as bona fide campus organizations include: Black Students' Coalition; International Student Association, Outing Club, and Student Volunteer Projects.

Honors and Awards

A special Awards Convocation is held annually at Wesleyan. The following honors and awards are among those presented to Wesleyan students who have distinguished themselves during the academic year.

Outstanding Men and Women of Wesleyan
Francis Asbury Award
Sheridan Watson Bell Religious Life Influence Award
Pamela Thorn Memorial Humanities Scholarship
Senior Activity Keys
Community Council Certificates
Okey J. Stout Memorial Trustees' Award
Mathematics Reciprocal Award
McDonough-Caperton-Shepherd-Goldsmith Award
Academic Departmental Recognitions
Beta Beta Beta Award
Phi Kappa Phi Recognition
Athletic Awards
Alpha Lambda Delta Scholastic Honors
Kas Sworden Memorial Award
Hyma-Benzene Ring Award
Delta Psi Kappa David E. Reemsnyder Award
Who's Who Among Students in American Colleges and Universities
Fountie and Virginia Lynch Education Award
William B. Hatfield Fine Arts Award

Student Personnel Services

The Student Affairs Staff is dedicated to enabling the student to achieve his own personal development. The staff believes that social maturity and value development are important aspects of the institutional mission and integral to the student's intellectual attainment. The staff coordinates and is concerned with various services primarily related to the student and his activities outside the classroom. The services include the cultural and religious development of students; career counseling and placement, personal counseling and testing; housing of students and residence hall programs; health, physical fitness and medical program; student financial aid; and campus safety.

Orientation

The orientation program is especially designed to assist freshmen in making a successful transition from high school to college, and to assist transfer students in making a satisfactory adjustment to a new environment. This program includes opportunities for all new students and parents to meet student leaders, faculty, and administrators of the College. It is particularly informative for parents. The program also includes general information, academic advising, counseling, registration for classes, and time for purchasing books and supplies. All new students, including transfers, are required to attend an orientation program. (See Calendar for dates.)

Counseling Service

Personal Counseling

Professional counselors will discuss a wide variety of personal-emotional and interpersonal relationship concerns. Emphasis is on teaching students specific self-control and effective communication skills which may be used throughout life. Individual counseling is available by appointment at no charge, usually within one or two days. Counseling is confidential. No information is released to administrators, faculty, family, or outside sources without the student's consent. Records of counseling do *not* become part of students' personal files.

Group counseling is available for specific personal concerns such as anxiety/stress management, assertiveness training, and weight control. The group programs are offered in conjunction with the Department of Psychology. Students may receive credit for participation by registering for the appropriate sections of Special Topics in Psychology.

If a student needs specialized psychiatric or psychological services which are not available, the Counseling staff will make an appropriate recommendation to the student or his/her parents. The student's family must assume the responsibility for securing treatment.

Career Planning

Students are encouraged to begin the process of career planning as early as the freshman year. Professionally trained counselors help students learn how to plan effectively for career and job decision-making purposes. Counselors assist students with assessment of job and career opportunities as related to personal goals, interests and ability. Career concerns are considered personal concerns and treated with respect and confidentiality.

The Counseling Center maintains a large library of career materials necessary as resources for career planning. Vocational guidance testing and interpretation is also available on an individual basis. All students are encouraged to meet with a counselor to discuss their career and life plans.

Placement

A comprehensive placement service is provided for seniors and graduates. Seminars are offered to prepare graduates in job acquisition skills, résumé writing, and interviewing. Each year many opportunities are available for on-campus interviews with representatives from business, industry, education, graduate and professional schools. Placement Credentials are kept on file for five years from the date of graduation. It is the student's responsibility to set up a placement file during the senior year. Files may then be updated with a current résumé or recent references sent to the Placement Office. The Placement Office will maintain a file indefinitely that is updated at least every five years.

Career planning and placement at Wesleyan deals with one's whole life mission, one's life role, and one's life-long identity. It deals with goals, calling, values, interests and priorities. You can, as a matter of fact, call it a variety of names:

long range career development
full career planning
long range action planning
self-assessment and planning
long range life planning.

Learning Center

The Learning Center is designed to serve the entire campus community. A primary function is to assist students in improving their reading, writing, listening, study, and basic math skills through formal classes, counseling services, and individualized laboratory programs. Validated techniques for analyzing student potential and current skill levels are used to plan these laboratory programs which utilize books, filmstrips, tapes, reading machines and minicomputer.

The staff works closely with the Counseling Center in administering a variety of tests, including vocational guidance inventories, and with the academic departments by providing supportive services including tutoring.

The staff genuinely strives to meet a wide range of student needs and to provide an atmosphere of warmth and concern for students.

Testing Service

The College maintains a well planned testing program in order to provide counselors, instructors, and students with reliable information about the student's individual abilities, aptitudes, achievements, vocational interests, and significant personality traits.

West Virginia Wesleyan College is an approved testing center for the administration of the American College Test (ACT), National Teacher Examination (NTE), Graduate Record Examination (GRE), College Level Examination Program (CLEP), Miller Analogies Test, Law School Admissions Test (LSAT), National League for Nursing (NLN) tests. Information about these tests is available at the Testing Center.

Residential System

Housing

The College is a residential campus housing approximately 85 percent of its students in seven residence halls and a complex of apartments and suites. Full-time students are required to live and board in college residence halls during the regular academic year. Exceptions are those students who live with their parents, married students, and others who, for special reasons, are given written authorization to live off campus upon petition to the Housing Committee. Those exempted from the requirements to live in college-owned housing will be given information on off-campus living, but the College will not assume the responsibility for investigating the health and safety conditions of off-campus housing facilities. The responsibility for this will lie with the student.

Individual rooms in the residence halls are furnished except for linens, blankets, pillows, wastebaskets, mirrors, rugs, curtains, and study lamps. Telephones and TV cable with FM reception are included in the room charge. Students may apply to the telephone company for a special billing number to be used when making long distance phone calls. The telephone company sends a monthly statement for the long distance calls to each student.

Each residence hall maintains a lounge, a TV area, and laundry facilities. Small refrigerators may be rented on a semester basis from the Senior Class.

College regulations regarding the residence halls may be found in the *West Virginia Wesleyan Student Handbook*. This publication is normally distributed to all students early each semester of the academic year.

Residence Hall Council provides the means by which students may improve the quality of residence hall living on our campus. The Residence Hall Council is directly concerned with policy formulation and enforcement in the areas of food service, housing, and programming. Officers and representatives are elected yearly; all members must reside in College residence halls.

Food Service

Co-educational dining is provided in McCuskey Hall and Jenkins Hall, where meals and menus are provided by a professional catering service.

All students residing in the residence halls, except for the Camden Avenue Apartments, must board on campus. Boarding on campus is optional to those students living in off-campus housing.

The coffee shop located in the Benedum Campus Center provides light lunches, refreshments and snacks.

Rules for Living

From its founding and through its developing years, the College has been committed to the basic principles and standards established by The United Methodist Church and its West Virginia Annual Conferences, as they relate to learning, social conduct and decorum, and cultural and spiritual enrichment.

The College reserves the right, privilege and responsibility for the establishing and maintaining of institutional ideals, particularly on campus property. These rules and regulations are in the best interest of students, faculty, and personnel.

Alcohol and Dangerous Drugs

The College is especially concerned about the use of alcoholic beverages and dangerous drugs and is aware of how dependence on alcohol and other drugs leads to behavior harmful to the user and to others as well.

Therefore, the College disapproves of the use of alcohol or drugs.

Historically, the former Methodist Church and the former Evangelical United Brethren Church have asserted the conviction that a faithful witness to God's liberating and redeeming love of persons is the choice to abstain from alcohol.

Currently, the Social Principles in the 1980 *Book of Discipline of the United Methodist Church* state:

> "We affirm our long-standing support of abstinence from alcohol as a faithful witness to God's liberating and redeeming love for persons. We also recommend abstinence from the use of marijuana and any illegal drugs. As the use of alcohol or tobacco is a major factor in both disease and death, we support educational programs encouraging abstinence from such use."

Further, there are local, state and federal laws which prohibit use, sale, possession, and trafficking in marijuana, dangerous drugs and dangerous weapons. West Virginia law prohibits the sale or giving of alcoholic beverages to any person under 18

years of age. The College will not shield students from these laws. Therefore, it is imperative that students familiarize themselves with local, state and federal laws, some of which are very severe.

Student Responsibility

Every Wesleyan student is faced with the need to have responsible personal and community positions with regard to these concerns.

Each member of the campus community is expected both to have self-discipline and to work with others to achieve the ideals of community life. All students, especially residence hall students, are urged to do their best to prevent situations that are harmful to personal and community life.

Every student who has a problem of any sort and especially with alcohol or drugs, should seek help (or be encouraged by others to seek help) from the many campus resources: friends, religious counseling, psychologists and advisors, Residence Life Coordinators and Resident Assistants.

The College Judicial System

Rationale for Discipline

By applying for and accepting admission to West Virginia Wesleyan College, students voluntarily make a decision to become part of a living and learning community which exists in a covenant of mutual respect, honesty, and trust. It is understood that the opportunity for free inquiry and free expression essential to the educational process can exist effectively only within a system of order which supports it. To maintain such a system of order each member of the Wesleyan community accepts responsibility for personal actions and adheres to and respects the general regulations of the College as well as the laws of the larger society, including municipal, state, and federal statutes. When individuals fail to accept these responsibilities the College will confront such behavior and impose disciplinary sanctions. The primary purpose of the imposition of discipline at Wesleyan is to protect the campus community and to uphold the ideals and standards the College seeks to maintain. Consistent with that purpose, reasonable efforts will be made to foster the personal development of those students who are held accountable for violation of College regulations.

Administrative Authority

The Board of Trustees of West Virginia Wesleyan College possesses by legal charter ultimate authority for the institution. The Trustees have entrusted the President of the College with the responsibility and authority to develop and supervise the operation of the disciplinary function. The President, in turn, has designated the Dean of Students as the primary officer in charge of the maintenance and supervision of the judicial process.

Colleges and universities are not expected to develop disciplinary regulations which are written within the scope or precision of a criminal code. Rare occasions may arise when conduct is so inherently and patently dangerous to the individual or to others in the community, or raises a substantial threat to the basic ideals and standards of the College, that extraordinary action not specifically authorized in the rules must be taken.

West Virginia Wesleyan College reserves the right to take the necessary and appropriate action to

protect the safety and well-being of the campus community as well as the right to discipline a student if his/her scholarship proves unsatisfactory, or if his/her presence jeopardizes substantially the basic ideals and standards the College seeks to maintain. A student who fails in any matter of conduct to conform to these standards may receive a disciplinary reprimand, be placed on disciplinary probation for a stated period or, if his failure is judged to be sufficiently serious, be suspended or expelled.

Students and faculty are asked to assume positions of responsibility in the College Judicial System in order that they might contribute their skills and insights to the resolution of disciplinary cases. Final authority in disciplinary matters, however, is vested in the College administration.

The standards and operating procedures of the judicial system are found in the Code of Conduct published in the *Student Handbook*.

Continuing Evaluation

Life style policies are reviewed each year by the Housing Committee, the Faculty Campus Life Committee, the Student Life Committee, and the Trustee Council on Student Affairs. These committees continually explore changing life styles and attempt to create avenues that will enable West Virginia Wesleyan to retain its ideals, while providing a campus community responsive to the interests and needs of today's students. Members of the campus community and other interested persons are encouraged to express their concerns and share their ideas with the above committees.

Use of Cars

All students enrolled at Wesleyan may drive a car at West Virginia Wesleyan but are required to register it on a form provided by the College. Every motor vehicle driven by a student must have in force bodily injury and property damage liability insurance. Any student who makes reckless or improper use of a car, or fails to provide the College correct information regarding the car he drives, will lose the privilege of driving while at Wesleyan.

Regulations describing the use of parking areas, with regard to restricted zones, time limits and financial penalties for traffic violations, are distributed annually to all College personnel including students. Traffic regulations and procedures are reviewed by the Student and Institutional Rights Committee of Community Council and enforced by the campus security force.

BAUSCH & LOMB

Our Commitment

Wesleyan has traditionally valued the individual and has sought to elevate human life by a vision of the nobility of man in his search for truth, beauty, and justice. It is the whole life of those who join this community that is the interest of the College.

A "whole life" view regards the place of both the curricular and the co-curricular during the college years. It acknowledges that all of one's doing is informed by articulated, relevant values, and that no acquired knowledge can be without import for living.

It respects both individuality and the well-being of the community. It frees the mind from provincialism and it places human life in the context of stewardship for the earth.

It regards all of the sensibilities of a human being — intellectual, affectional, moral, and religious — as significant. And finally, it espouses that life is not merely to be prolonged, but is to be transformed, so that ultimately it has meaning and worth.

The theme of Quality of Life is worked throughout the curriculum as a uniting thread amid the diversity of faculty contributions and the multiplicity of student interests. It means that we strive to "draw out" the possibilities of the human spirit rather than to inculcate diverse knowledge which may or may not be desired.

Academic Advising

Wesleyan takes very seriously its obligation to offer students the information and advice they need in planning their own academic programs. Every student is assigned a faculty advisor to help identify major interests, appropriate educational opportunities and the best way to pursue those interests and opportunities. Education is properly the responsibility of the learner, but the academic advisor must approve the student's program for each semester.

Plan of Study

General Studies Curriculum

The General Studies curriculum, as distinguished from specialized education, is designed to add breadth of appreciation and experience to a student's

Academic Program

college study. Its focus is the development of skills, attitudes and habits which equip a person for effective participation and leadership as citizen, employer, employee and church and family member. These studies should introduce the student to significant questions addressed by humanity in every age and to the perspectives brought to these questions by the various forms of inquiry.

In brief, the General Studies program seeks to continue the life-long process of educating a person toward sensitivity, perceptivity and constructive citizenship.

The requirements of the curriculum are distributed across six broad areas of study and may be met at various stages of a student's four-year program. These studies therefore are not necessarily preliminary to work in a specialized area but may accompany and enrich that work. Two options exist according to the choice of college major.

Option One: The *standard* general studies program accompanying one of the departmental or inter-departmental majors.

I. Religion and Philosophy
A student will select one course in the Department of Religion and one in the Department of Philosophy.

II. Fine Arts and Literature
A student may choose one of the following options in the area of Fine Arts (Music, Art, Drama), Literature (in English or in a foreign language, including dramatic literature) and Language. Three hours of applied Fine Arts may be counted as one course.
   A. Three or four courses (at least eight semester hours) including both Fine Arts and Literature, or
   B. One semester of interdisciplinary Humanities plus one Fine Arts and one Literature course, or
   C. Two semesters of interdisciplinary Humanities plus one course in either Fine Arts or Literature, or
   D. A sequence of a Foreign Language at the intermediate level (French 10-11, German 11, 12, 21, Chinese 11-12, or Greek 42, 43), 5-6 credits.

III. Communication
A student will take both Composition and Fundamentals of Speech Communication. Because other educational experiences are built on these skills, the courses should be taken early in the college program.

IV. Natural Science and Mathematics
A student will complete one of the following options:
   A. A sequence of two courses in a Science (with laboratory experience) plus three hours in Mathematics or Computer Science.[1]
   B. A sequence of Mathematics courses (College Algebra-Trigonometry, Finite Mathematics I-II, Calculus I-II or Computer Science 5, 6, 50) plus a Science course with laboratory experience.

V. Social Sciences
A student will complete one course in History (either History of Western Civilization II or History of the United States II) and a course from each of two other fields: Sociology, Economics, Government, Psychology, Anthropology and interdisciplinary Social Sciences.

VI. Health and Physical Education
A student will complete four semester hours in this department, at least two of which will be activities courses. No more than four activities credits may count toward graduation. Students transferring to the College without Physical Education credit are required to complete one hour for each year or part of a year spent at Wesleyan.[2]

Option Two: A *student-designed* general studies program, coordinated with a contract major, which is to conform to the principles of General Studies as stated by the College, without requiring specific courses. Plans for this option and the accompanying contract major are to be approved by the Curriculum Committee.

[1]Physical education majors may combine Physical Education 10, 11 and 12 with one Science course and one Math course to meet this requirement.
[2]Nursing students are required to earn only the two activities credits.

Majors Offered

The College offers majors in the following fields. Specific course requirements may be found in the section of the Bulletin entitled Instructional Offerings.

Departmental Majors:

Art
Biology
Business
Chemistry
Christian Education
Computer Science
Dramatic Arts
Economics
Engineering Physics
Education
English
French
Government
Health and Physical Education
Health Physics
History
Home Economics
Library Science
Mathematics
Music
Nursing
Nutrition
Philosophy
Physics
Psychology
Religion
Sociology and Anthropology
Speech Communication

Inter-Departmental Majors:

American Studies
Fashion Merchandising
International Studies
Medical Technology
Philosophy and Religion
Social Science
Social Welfare
Regional Development Studies
Rehabilitation
Youth Services

A student has the option of declaring a major and a minor or a double major. In the case of a double major a student must declare a first major. He will complete both majors fully and not at the expense of the requirements of the General Studies program (Option 1) or of either major.

Contract or Individualized Major:
A student may select a committee of three faculty members from a list of approved faculty advisors and with the assistance of the committee structure a major tailored to his interests. The major must be approved by the Curriculum Committee. Option 2 of the General Studies may be combined with a contract major.

Professional Programs

Dietitians — Four-Year Course

The College offers a four-year course for dietitians which meets the requirements of the American Dietetics Association for dietetic internship applications. The interested student should check with the faculty of the Department of Home Economics who will aid the student in planning a complete four-year course of study.

Lawyers — Pre-Law Studies

The College offers a variety of studies suitable for students interested in legal careers. Since the practice of law allows for a number of variations, it is important to consult with the pre-law advisor about majors and electives that best fit the needs of the individual student. Admission to law school depends on performance in the more demanding courses of the curriculum, on leadership qualities, on research skills and more generally on language competence and general analytical and reasoning abilities (which are measured by the Law School Admission Test). Experience shows that majors in History, Government, Philosophy and English are among those that best prepare for law school.

As a minimum, pre-law students should take the following: Composition (two semesters); Principles of Accounting I-II; Principles of Economics (two semesters); History (two courses); Political Theory (two semesters); Constitutional Law, and Philosophy (two courses including Logic).

Librarians — Four-Year Course

West Virginia Wesleyan prepares students for employment in all types of libraries — public, academic, school, and special. With additional courses in Education, graduates may become certified in school library media. Interested persons should consult the Chairman of the Department of Library Science, who will assist in planning a four-year course of study.

Ministers — Pre-Seminary Studies

The College offers a four-year pre-professional course for ministers. The pre-ministerial student planning to enter seminary should arrange a program of studies to achieve a broad cultural and intellectual foundation. The American Association of Theological Schools in the United States and Canada suggests that 30 semester courses, or approximately three-fourths of the student's college work, be taken in the following specified areas: 1) English and Speech, including composition, literature, basic speech and related courses — six semesters; 2) History, including ancient, modern European, and American — three semesters; 3) Philosophy — three semesters; 4) Natural Sciences, preferably physics, chemistry, or biology — two semesters; 5) Social Sciences — seven semesters; 6) Foreign Language — four semesters; and 7) Religion — three semesters. Wesleyan also offers courses in Christian Education as helpful preparation.

The most desirable areas of concentration for the pre-ministerial student are English, Philosophy, History and Religion.

Nursing — Four-Year Program

West Virginia Wesleyan offers a program leading to a Bachelor of Science Degree in Nursing (see section on Instructional Offerings). The program is accredited by the Department of Baccalaureaute and Higher Degree Programs of the National League for Nursing, and by the West Virginia Board of Examiners for Registered Nurses.

The nursing program developed by the faculty of the Department of Nursing is designed for those men and women who wish to obtain basic preparation for a career in professional nursing. On graduation the Wesleyan nurse is eligible to write the state licensure exams and is qualified for positions at the beginning level of practice in the various fields of nursing. The program also provides students an opportunity to acquire a sound foundation for graduate study in nursing.

Human Services Curricula

The Human Services Curricula exist to broaden the career opportunities for Wesleyan students interested in working with persons in a broad range of helping capacities. Within the curricula are three academic avenues which prepare students for knowledgeable, proficient, and sensitive work with various types of clients. The interdisciplinary majors in the curricula include preparation of persons to work in Youth Services, in Social Welfare careers, and to perform Rehabilitation services for the physically and vocationally handicapped. Each program draws heavily upon a core of courses in the behavioral and social sciences in order to establish an adequate knowledge base for understanding human relationships and behavior and developing a professional practice perspective. Uniquely, each program requires field internships for the student during the junior/senior year. Each field placement setting is chosen with a focus on the student's vocational career so that actual on-the-job training can be achieved.

Teacher Education Program

The teacher education program is committed to a concern for persons and the issues that surround them in society. It is committed to developing the breadth of learning which both frees and disciplines the mind, refines and humanizes judgment, and enriches personal life. The teacher education program also seeks to equip students to participate responsibly, productively, and knowledgeably in a variety of roles that collectively are known as the act of teaching. Recognizing that educational methods vacillate in their popularity and the failure of research to reveal the single path to effectiveness, the teacher education program maintains a loyalty to the best of the past and a creative involvement in the present, as it anticipates the future with faith and reverence.

The objectives of the teacher education curriculum are directed toward creating a teacher who can perform with competence the many tasks required in teaching. The teacher education program is built on a minimum of five assumptions:

1) Each student is responsible for his own learning, with the faculty serving as facilitators of learning.

2) Learning is a combination of related experiences; a major aim of the program is to

provide a variety of activities both on campus and in the public schools which will allow the student to examine and evaluate and generalize the relationships between theory and practice.

3) Continuous learning is enhanced when the climate is characterized by open communication with peers, faculty members and public school personnel.

4) Learning is maximized when the student develops a positive self-concept, which may humanize the teaching of students in the classroom.

5) Learning is further enhanced as the student acquires knowledge in the content areas to be taught.

The West Virginia Wesleyan Teacher Education Program includes a variety of areas of specialization for those interested in becoming teachers. Among these are Early Education, Special Education, Elementary, and Secondary specializations.

The Early Education Program prepares college students to teach at the nursery and kindergarten levels. Ample opportunity is provided for practical experience with very young children. An Early Childhood Development Center on the College campus brings college students in the program into frequent and in-depth contact with the early childhood students.

The Special Education Program prepares college students to teach in the area of Mental Retardation at the kindergarten and elementary levels with a K-12 state endorsement. An MR classroom on the College campus provides the program an added dimension of practicality.

The Elementary Program prepares college students to teach in the elementary schools. Subject specializations are provided for elementary education students, in addition to the general preparation, in the following fields: Art, French, Home Economics, Mathematics, and Physical Education.

The Secondary Program prepares college students to teach in the secondary schools in a wide variety of fields. Each student may prepare to teach in two of the following fields: Art, Business Principles, Secretarial Studies, English, French, School Library Media, Mathematics, Physical Education, Biology, Chemistry, Physics, or General Science; or a student may elect to prepare in only one comprehensive field in Business Education, Vocational Home Economics, or Social Studies.

Students may also become Teaching Specialists who are prepared to teach on both the elementary and secondary levels in Art, Music, Health Education, Physical Education, or School Library Media.

The beginning college student interested in becoming a teacher takes background courses during his first two years, but may also elect his first professional education course in the freshman year.

The professional education sequence includes study and application of understanding in the history of education, philosophy of education, social foundations of education, human growth and development, educational psychology, learning theories, school curriculum, audio-visual media, tests and measurement, general principles and methods involved in teaching, and specific methods of teaching in the student's field of specialization. There is an increasing emphasis on an early involvement with children through observation and interaction, plus numerous and varied practical experiences. One of these is a pre-student teaching experience for three weeks during January or late May.

In the Wesleyan program the student is assigned in his senior year, after five weeks of theory in the "Upper Level," to a cooperating teacher in one of several counties in West Virginia. Under the supervision of College personnel, the student teacher observes the master teacher's methods, grades papers, actually teaches most or all of a normal teaching load, and in general assumes the duties and responsibilities of a classroom teacher during a ten-week period of student teaching.

Students should check under Instructional Offerings, Department of Education, in this Catalog, for specialization requirements. The student must become thoroughly familiar with the requirements for his chosen teaching field. The student is also responsible for maintaining close contact with an advisor in the Department of Education as well as an advisor in the specialization, both of whom will aid in planning his four-year program.

Graduate Program in Teaching

College graduates holding initial teacher certification may earn a master's degree and permanent certification as elementary or secondary teachers in various teaching fields offered by Wesleyan, including a special music program in conducting. The course of study and graduation requirements are detailed under instructional offerings, Department of Education.

Combination Degree Programs

(Institutional Affiliations)

Engineers — A "Three-Two" or "Four-One" Course

(Leading to Bachelor of Science and Bachelor or Master of Science in Engineering Degrees)

West Virginia Wesleyan and the University of Pennsylvania, in Philadelphia, offer cooperatively a five-year curriculum in liberal arts and engineering. The student who elects to pursue the "three-two" curriculum will devote the first three years in residence at West Virginia Wesleyan in a carefully planned program of study in the liberal arts and sciences which are basic to engineering. The last two years are spent in residence at the University of Pennsylvania completing the program in his chosen field of engineering.

Upon satisfactory completion of the fourth year of the program, the student is eligible to receive his Bachelor of Science degree from Wesleyan, and upon satisfactory completion of the fifth year, he is awarded a Bachelor of Science degree in his chosen field from the University of Pennsylvania.

By attending Wesleyan for four years, then transferring to the University of Pennsylvania for one or two years, a student can obtain a Master of Science degree in any of eight engineering specialties. The transfer is made without formality, and the student receives the baccalaureate degree from Wesleyan before attending Pennsylvania. Students may also choose to attend graduate school in engineering at any of a large number of universities.

Engineering options available at the University of Pennsylvania include:

Chemical and Biochemical; Civil and Urban; Mechanical and Applied Science; Metallurgy and Applied Science; Bioengineering; Computer and Information Science; Electrical; and Systems.

Foresters and Environmental Scientists — A "Three-Two and One-Half" Program

(Leading to Bachelor of Science and Master of Forestry or Master of Environmental Management Degrees)

West Virginia Wesleyan and the Duke University School of Forestry and Environmental Studies offer cooperatively an eleven semester curriculum in Liberal Arts and Forestry or Environmental Studies. The student who elects to pursue this curriculum will devote the first three years in residence at Wesleyan to a carefully planned program of studies in the liberal arts and sciences, and the last two and one-half years in residence at Duke University where he will pursue a professional curriculum of his choice in either Forestry or Environmental Studies.

Upon satisfactory completion of the fourth year of this coordinated course of study, the student is awarded the Bachelor of Science degree by West Virginia Wesleyan. Upon satisfactory completion of three additional semesters, the student is awarded the professional degree of Master of Forestry or Master of Environmental Management by the Duke University School of Forestry and Environmental Studies.

Medical Technologists — A "Three-One" Course

West Virginia Wesleyan will grant a B.S. in Medical Technology to students who complete requirements for the major in three years on this campus and a fourth year of professional training at the Memorial General Hospital in Elkins, WV, with which Wesleyan has an agreement of affiliation. At the end of the fourth year of training, students are eligible to take a certifying examination.

Memorial General Hospital will accept students on the basis of academic standing, recommendation and interview. If they are not admitted to that program, students may receive credit for training at another accredited hospital-based school.

The course of study leading to the major is outlined under Instructional Offerings, Division II. Further information may be obtained from the campus medical technology program coordinator.

Study Abroad

The College makes available to students information about opportunities for study in foreign countries. A wide variety of courses and experiences is available through both foreign and American institutions, for summer as well as for one- or two-semester study. Academic credit from these approved programs is readily transferable toward the Wesleyan degree.

The international study experience is not only for language students. Many foreign centers provide a broad curriculum in English, while offering a grounding in the language of that country; others do concentrate on the language itself, often with introductory classes for beginners. Courses emphasize history, culture and contemporary political and economic issues in that country.

One example of the variety of opportunities is provided by the American Institute for Foreign Study which currently has placed over two thousand American students in more than fifty countries worldwide. In addition a number of special summer courses provide shorter, less expensive, but valuable experiences.

Students who are considering study abroad should contact the advisor for this area and begin to plan one year in advance for program selection, financial arrangements and course approval.

The Honors Program

The Honors Program consists of several Honors Seminars offered each semester by a group of distinguished professors known as the Honors Faculty. The content of the seminars varies according to the interests of the Honors Faculty. The seminars may be in the form of tutorials, lectures, independent studies, or true seminars. Each seminar counts one to three semester credit hours as determined by the professor. Participating students are permitted maximum freedom and flexibility in selecting seminars on topics most closely reflecting their individual interests and academic needs.

To be eligible for an Honors Seminar a student must meet the following requirements:

1. If the student is an incoming freshman, he must be selected by the Honors Faculty and Academic Dean on the basis of recommendations, class rank, high school G.P.A., and standardized test scores.

2. After the first semester, a student must have both a 3.5 cumulative G.P.A. and a 3.5 average in completed General Studies courses. These criteria must be met prior to each subsequent semester of participation. A student may participate in an Honors Seminar whenever he meets the G.P.A. requirements.

3. Each department may nominate one student each year to participate in one seminar regardless of the student's G.P.A. Such students may not graduate as honor students. The Honors Faculty will review and accept or reject the proposed project of any such student.

To be eligible to graduate as an *Honor Student* a student must have completed the following requirements:

1. He must have successfully completed *four Honors Seminars.*

2. He must have successfully completed a *Senior Thesis*. (2 or 3 credit hours). To qualify for the Senior Thesis a student must first complete four Honors Seminars. The nature of the thesis will be determined jointly by the Honors Student and the Honors Faculty. The merit of the thesis will be judged by the Honors Faculty. With departmental approval, the Honors Thesis may be substituted for the Departmental Comprehensive Examination.

Students successfully completing all requirements of the Honors Program will be awarded certificates of merit at the Awards Convocation, be recognized during the Commencement ceremonies, and have placed on their permanent records (transcripts) the designation of *Honors Student*. (A student who has not completed the requirements for graduating as

an Honor Student may still graduate Summa Cum Laude, Magna Cum Laude, or Cum Laude if his G.P.A. meets the standards designated by the College.)

The Honors Faculty will normally be composed of one or two outstanding teachers from each division, selected annually by the Academic Dean.

Outreach Education

Outreach Education is an academic extension of West Virginia Wesleyan College, offering credited college-level courses on cassette tape through the Department of Educational Media Services. Outreach courses were developed for persons who for financial, geographic or personal reasons cannot attend regular campus classes, but they are made available to matriculated Wesleyan students as well.

Outreach courses are economical, fully accredited and transferable. They are prepared in accordance with Wesleyan's standards of academic quality and taught or team taught by Wesleyan faculty. The enrollee receives a course package containing lectures on cassette tape, student manual, texts and other support material. The student works independently through a semester, communicating with his or her instructor through the mail and by telephone.

Bachelor of Liberal Studies Degree

The degree, Bachelor of Liberal Studies, is offered through Wesleyan's College III program and is designed for students forty-five years of age and above. This degree gives the older student the opportunity to pursue an accredited degree program in the general area of the liberal arts, including history, religion, science, literature and the arts. In most cases life experience credit may be awarded for past work, military, educational and other learning experiences up to one year's equivalency. The degree program may then be accomplished in a minimum of three years.

This course of study is currently being offered only at the Port Charlotte, Florida, facility. Licensed by the Department of Education of Florida, the program may have limited transferability to other colleges because of its special design. For more information contact the Office of the Vice President for Academic Affairs.

How To Graduate

Requirements for Graduation

In order to qualify for a degree, all students must:

1) Earn a minimum of 128 semester hours of credit;
2) Complete General Studies requirements (Option 1 or 2) plus a major and, except when specifically excluded, a minor or second major field of study;
3) Achieve a "C" Average (2.00 Grade Point Average) in all college work attempted, in all college work attempted at Wesleyan, and in each major, minor, and individualized field of study.

Students should be thoroughly familiar with, and must assume responsibility for meeting degree requirements.

Except in specifically approved majors a maximum of 45 credit hours in the student major may be counted toward the 128 credit hours required for graduation.

Degrees Awarded

West Virginia Wesleyan College confers five academic degrees; **Bachelor of Arts** (upon graduates majoring in American Studies, Art, Chemistry, Christian Education, Economics, Education, English, French, Government, History, International Studies, Music, Philosophy, Physics, Psychology, Regional Development Studies, Rehabilitation, Religion, Social Sciences, Social Welfare, Sociology and Anthropology, Speech and Dramatic Arts or Youth Services); **Bachelor of Music Education** (Music); **Bachelor of Science** (upon graduates majoring in Biology, Business, Chemistry, Computer Science, Engineering Physics, Fashion Merchandising, Health and Physical Education, Health Physics, Home Economics, Library Science, Mathematics, Medical Technology, Nursing, or Nutrition); **Bachelor of Liberal Studies; Master of Arts in Teaching**; and an **Associate of Arts** in Secretarial Science.

For those students pursuing individualized programs, the appropriate degree (from those listed above) will be ascertained according to the content of the student's program.

Degrees With Distinction

Students who earn at least 64 hours through regularly enrolled study at West Virginia Wesleyan and who complete all degree requirements with a scholarship quotient of 3.50 to 3.74 on both total record and credits earned at Wesleyan will be graduated *cum laude;* those who complete all such requirements with a scholarship quotient of 3.75 to 3.94 on both total record and credits earned at Wesleyan will be graduated *magna cum laude;* and those who complete all such requirements with a scholarship quotient of 3.95 will be graduated *summa cum laude.*

Accelerated Program

The College affords students an opportunity to complete their studies in a shorter time by offering two fourteen-week semesters, a short term, and three four-week summer terms annually. This makes it possible for a student to earn from 44 to 48 semester hours of credit per year, and to complete a degree course in three years or less.

The accelerated program is equivalent in every respect to the regular four-year program. Under this program an exceptionally capable student may increase his semester load by one or two semester hours beyond the normal study load. (See Student Load.)

Academic Residency

In order to qualify for a degree, a student must earn in residence at least thirty-two semester hours of credit and at least twice as many quality points as semester hours.

Furthermore, in order that a graduate may both have received culminating studies at Wesleyan and have contributed as a mature member of the academic community, it is required that at least twenty-four of the last thirty-two semester hours of credit before graduation or entrance into an officially established cooperative program for the senior year be earned in residence or internship.

Semester Hours

In order to qualify for a degree, a student must earn a minimum of 128 semester hours of credit. A semester is a fourteen-week term. In general, a course meeting

one hour per week for one semester carries a credit of one semester hour; a course meeting two hours per week for one semester, two semester hours, etc.

Necessary Examinations

Comprehensive: A written or performance Comprehensive Examination or other method providing proper final academic evaluation of the student is obligatory in some major areas of study. The results of such evaluations must be recorded on the permanent record for all students.

Application for Degree

At least twelve months prior to anticipated completion of degree requirements, each candidate for a degree is required to file at the Office of the Registrar an application for a degree. This makes it possible to check requirements still to be met while there is still time to meet them. A charge of $5 is made for failure to comply with this regulation. Such failure may also result in postponement of graduation. This charge applies, also, to a revised application filed less than eight months prior to anticipated completion of degree requirements.

Contract Studies

The learning contract is a means of individualized instruction whereby the student enters into a written agreement with one or more faculty members to achieve specific educational objectives for academic credit. The contract objectives may be limited as those achieved in a single course or they may be extensive as those achieved in a semester or more. The student and faculty member agree on the ways the student will achieve his or her objectives, which may include attending classes, independent study, curriculum related employment, travel, field experience, internships, or any other activities realistically designed to bring the student desired results. The student and the faculty member also agree on the means of evaluating the student's accomplishments and determining a grade. The student may use the learning contract to gain knowledge and skill in an area or career field not covered by the regular curriculum of the College.

A learning contract, developed by the student and faculty sponsor, is forwarded to the Registrar for review by the Contract Learning Committee. The contract must be made prior to registration to be part of the student's registration for that term. The student must register in order to receive credit. To participate in contract learning a student must be a second semester sophomore in good standing. A maximum of 32 semester hours credit may be earned in this way.

Cooperative Education

The Cooperative Education program incorporates actual work experiences into the college curriculum. There are two programs for cooperative experiences. The first provides for alternating semesters of full-time classroom study and full-time cooperative employment in a curriculum-related position. The second offers students the possibility of a part-time curriculum-related experience while attending college either full or part time. Cooperative education adds practicality to classroom education.

To join the Wesleyan Co-op program, a student should have completed the first half of the sophomore year; however, there may be exceptions. Application should be made during the freshman year or early in the sophomore year. Applications are obtained from the Registrar. Community college transfers should request an interview with the Registrar when they apply for admission to Wesleyan. Cooperative work experiences are analyzed and awarded credit by means of the learning contract.

Academic Regulations

Registration

When to register

All students must register at the beginning of each semester or summer term in accordance with the dates designated in the college calendar.

Students in residence during any semester or summer term preregister for the ensuing semester and/or summer term on dates designated. It is highly essential that preregistration be completed in order that provision may be made for class sectioning, textbooks and laboratory materials. A charge of $5 is made for failure to preregister on dates designated.

Changes in registration

Course changes can be made only with the approval of the Registrar. In order to minimize changes, the student should consult his advisor and, if necessary, his Department Chairman before registering.

No changes in registration, involving addition of new courses, may be made after the fifth day of classes in any semester, or after the first two days of classes in any summer term (of four weeks). (See Withdrawal from Courses in this section.)

Late registration

Except in cases of unavoidable delay, late registration is strongly discouraged. Students who enroll late will be required to reduce the number of hours for which they register, unless excused by the Committee on Admissions and Academic Standing.

Classification

When a student has met all entrance requirements, and has completed his registration, he becomes a freshman; when he has earned 32 semester hours of credit and 64 quality points, he becomes a sophomore; when he has earned 64 semester hours of credit and 128 quality points, he becomes a junior; and when he has earned 96 semester hours of credit and 192 quality points, he becomes a senior.

Scholarship Quotient

The term "scholarship quotient" is used to indicate the ratio of the total of quality points earned by a student to the total of semester hours for which he has registered, excepting (1) courses from which he has withdrawn passing; (2) courses in process, and (3) courses in which a grade of "Pass" was earned.

Student Load

The normal student load is fifteen credit hours per semester, and six hours per summer term. Students who are working part time, or who are failing to maintain a satisfactory scholastic record, are advised to carry a lighter load. The Committee on Admissions and Academic Standing may require the academically weak student to lighten his load. No student may register for more than seventeen credit hours in any one semester, or more than eight in any one summer term, without adequate grade point average and spe-

cial permission of the Vice-President for Academic Affairs.

Dean's List

Superior scholarship is encouraged and recognized by the publication at the end of each semester of the Dean's List, which is constituted of students who have achieved a scholarship quotient of 3.35 or above for the semester, while carrying a load of at least 12 semester hours. For purposes of qualifying for the Dean's List, a summer session will be treated as a semester.

Grades and Quality Points

Students must maintain at least a "C" average, that is a scholarship quotient of at least 2.00, in courses undertaken at West Virginia Wesleyan College, on total record, and in the major and minor fields.

Grades	*Explanation*	*Quality Points (per cr. hr.)*
A	Excellent	4
B	Good	3
C	Average	2
P	Pass	0
D	Poor	1
F	Failure	0
I	Incomplete	0
W	Withdrew	0
FW	Irregular Withdrawal	0

If a student who has been making a passing grade cannot complete his work in a course because of illness or other sufficient reason, an I (incomplete) is entered temporarily on his record. A course recorded as incomplete must be completed within the first six weeks of the next regular semester, except when an extension of time is granted by the Committee on Admissions and Academic Standing. Otherwise, the I automatically becomes an F or such other grade as the instructor assigns, taking account of finished and unfinished work.

Pass/Fail Courses

A junior or senior student may choose to take one elective course each semester to be marked on a Pass/Fail basis with the approval of the instructor and faculty advisor. The student may not use this option for courses which are required for general studies or are in his major or minor. The Pass or Fail will be entered on the student's permanent record, and, except for courses marked Fail, will fulfill hour requirements. A "pass" grade will not affect the Grade Point Average (GPA).

Attendance Requirements

Each student is responsible for attending classes, laboratory sessions and convocations. Missing any class or laboratory session, or substantial portion thereof, constitutes an absence. Missing sessions because of late registration constitutes absences. Each faculty member, within the framework of these regulations, is responsible for establishing standards and handling problems of attendance.

A student who, in the judgment of the Committee on Admissions and Academic Standing, has been grossly negligent in class attendance shall be subject to disciplinary action.

The Dean of Students periodically notifies faculty of those students whose absences are reported to be due to illness, personal emergencies, or official college business.

Withdrawal from Courses

A student will be permitted to withdraw from a course only during the period specified in the academic calendar, and only when the circumstances fully justify this procedure. In order to withdraw from a course, a student must complete the withdrawal form available in the Office of the Registrar.

If the student is granted permission to withdraw, W (Withdrew) is entered on his record. If a student discontinues a course after the specified date for withdrawal and/or without permission of the Vice President for Academic Affairs, FW (Failure, Irregular Withdrawal) is entered on his record.

Courses Repeated

A course in which the final grade is D or F may be repeated at Wesleyan with the permission of the Registrar. When a course is repeated, with permission, both the first grade received and the grade in the repeated course, with their related hours and quality points, shall remain a part of the permanent record. The first grade received will be ignored when computing the student's grade point average. For students in teacher education, state regulations limit the application of this policy to courses in which a D or F was earned no later than the semester in which the sixtieth semester hour was attempted.

Academic Warning

A student who fails during any semester to maintain on total record a scholarship quotient of 2.00 or above, or fails to make passing grades (A, B, C, or D) in at least three-fourths of the hours for which he was registered, will be placed on the Warned List for the next semester in which he is in attendance, and notice thereof will be given to the student and his parents.

While a student is on the Warned List, he is ineligible for consideration for an award of institutional financial aid.

Academic Probation

A freshman who fails during any semester to maintain on total record a scholarship quotient of 1.70, or above, will be placed on academic probation. A sophomore who fails during any semester to maintain a scholarship quotient of 1.80, or above, will be placed on academic probation. A junior or senior who fails during any semester to maintain a scholarship quotient of 2.00, or above, will be placed on academic probation. All such students must remain on academic probation until they have attained the scholarship quotient on total record required by their classification.

A student on academic probation who fails during one semester of probation to attain the scholarship quotient indicated above may be discontinued because of poor scholarship. A discontinued student may apply for readmission, but may not be admitted until two semesters after the discontinuation. (One complete series of summer sessions counts as one semester.)

For participation in musical organizations and dramatic productions, which are considered to be cocurricular and do not carry credit, the following average scholarship quotients must be maintained: 1.70 during freshman year; 1.80 during sophomore year; 2.00 thereafter. In the case of departmental organizations, standards for participation are set by the organizations themselves. For participation in intercollegiate athletics, a student must meet the eligibility requirements of the West Virginia Intercollegiate Athletic Conference and may not be on academic probation.

Standards of academic progress and conduct for veterans are the same as for all students.

Suspension and Withdrawal

Students who incur an excessively large number of absences from any course(s), or who are otherwise grossly negligent of their studies, may be suspended from the course(s) involved, or from all courses, by the Committee on Admissions and Academic Standing, or may be permanently discontinued by said Committee. Students so suspended, or discontinued, shall have "F" entered on their permanent records for the courses involved.

West Virginia Wesleyan College reserves the right to require any student to withdraw, if his scholarship proves unsatisfactory, or if his presence jeopardizes in any way the ideals and standards the College seeks to maintain.

Credit by Examination

The College makes available to students an extensive program of credit by examination. Students must be enrolled at Wesleyan and be degree candidates to take advantage of credit by examination opportunities.

Students who take the College Board Advanced Placement Program examinations and achieve a score of three or higher may be granted credit in the appropriate course(s) upon enrollment at Wesleyan.

The College participates fully in the College Level Examination Program. Students may receive credit through the CLEP general examinations through the first month of enrollment as freshmen only.

Approximately thirty-one CLEP subject examinations are available in courses of a general college nature. Credit may be granted in these courses when the student achieves the recommended score for awarding credit, as published by CLEP.

Students desiring to establish credit by examination in courses which are not available through CLEP may do so by taking institutionally prepared tests and receiving at least an average grade ("C") as determined by the faculty.

Fees for all credit by examination are $25 for each examination (fees are not refundable). Duplicate credit by examination and/or regularly earned college credit will not be granted. Students may not take examinations for courses previously attempted.

Students of exceptional ability or any students who have had extensive high school preparation in a given area are encouraged to take advantage of credit by examination. Interested persons should consult the Director of Testing.

Credit for Professional Studies

A student who has completed at West Virginia Wesleyan three years of a "three-two" curriculum in engineering or forestry, as outlined in this Catalog, may substitute successful completion of the fourth

year of such a program for the additional number of credits required for a degree.

A student who has completed a minimum of 96 semester hours may, with the prior permission of the Committee on Admissions and Academic Standing, enter an accredited professional school, and transfer back to West Virginia Wesleyan enough credits in subjects approved by the Committee to complete the total number of credits required for a degree — provided the student has met fully all other degree requirements.

Credit for Educational Experience in Armed Services

The College may grant appropriate credit, as recommended in *The 1980 Guide to the Evaluation of Educational Experiences in the Armed Services*, and as modified or superseded by later recommendations of the Commission on Educational Credit of the American Council on Education, to students who either submit satisfactory documentary evidence, or demonstrate on such tests as the College may prescribe, that they have achieved, through educational experience in the armed services, a satisfactory degree of mastery of any subject for which the College regularly gives credit.

In granting credit under these regulations, no duplication of credit will be allowed, and no fractional credits will be allowed.

Credit in physical education may be allowed for educational experience in the armed services only when the applicant has completed twelve continuous months of active military service.

Credit for educational experience gained in the armed services will be recorded only for persons who are currently enrolled as students in the College.

Interested persons should consult the Registrar.

Credit for Noncollegiate Study

The College may grant credit, as recommended in *The National Guide to Credit Recommendations for Noncollegiate Courses* of the American Council on Education, for the study of subjects in other than college settings which are consistent with the curricular program of

Wesleyan. Such credit will be recorded only for persons enrolled in a degree program at the College. Inquiry should be made with the Registrar.

Grade Reports

At the end of each semester, and at the end of each summer term, the College sends a report of each student's grades to his home address. Unsatisfactory grades only are sent at midterm.

Auditing

A person desiring to audit a course must obtain permission from the Vice President for Academic Affairs, register as an auditor, and pay the auditor's instructional charge for the course. (See Auditors in Expenses and Financial Aid section.) A full-time student may audit a course without having to pay the audit fee if the audited course does not create an overload.

Auditors take no examinations, submit no written work, do no laboratory work, and receive no credit for courses audited.

Divisional Offerings

Academic departments at Wesleyan are organized on a divisional basis in order to promote and coordinate interdisciplinary study.

Division I Humanities

Chairperson, Holmes

Art: Michael Thiedeman, W. Oldaker, Tinelli
Christian Education: Carr, P. Coston, Wilmoth
English: Baldwin, DeFoe, Mallory, O'Brien
Modern Languages: Trusler, Gurdak, Hamner
Music: Loftis, Dees, Gamble, Milburn, Parsons, Shafer
Philosophy: Mow, Keating
Religion: Bercovitz, Gurdak, Holmes, Welliver
Speech and Dramatic Arts: Norvell, Eckles, Hopkins, C. Presar, S. Presar, Reed

Humanities 1, 2. **Each 3 hrs.**

An interdisciplinary experience that explores the value and worth of the humanities in the life of the individual. In an integrated way each student encounters the creative arts (music, art, drama) as well as the more traditional humanities (literature, philosophy, etc.). The course brings together faculty from many disciplines and emphasizes small group experiences.

American Studies

American Studies is an interdepartmental program devoted to the study of the Americanization of culture and the impact, past and present, of religion, art, literature, economics, history, government, and other such influences on the philosophy and value system of the country.

The student interested in this course of study, which offers a combined major-minor, should consult with either the Chairman of the English Department or the Chairman of the History Department for advice in planning his curriculum. Courses will be obtained principally from the offerings of the Departments of English and History with additional courses from the Departments of Art, Religion, Government, Economics, Dramatic Arts, Philosophy, and Sociology.

Instructional Offerings

1982-84

All students are expected to take English 15, 16 and History 1, 2 in addition to 39 hours of courses applicable to the American Studies program. Twelve of these hours will be in the student's primary concentration area (either American Literature or American History); 9 hours in the student's second concentration area (either American Literature or American History); 15 additional hours or more from the appropriate courses offered by the other cooperating departments; and, in his junior or senior year, a three-hour comprehensive seminar in American studies or a substitute course offered by the Department of English.

Philosophy and Religion

Philosophy and Religion offer an area concentration major of 36 semester hours, with the approval of the student's faculty advisor, to students who have definite pre-theological plans.

A minimum of 12 semester hours should be selected from each department. Recommendations as to specific courses taken, depending on the student's interests and qualifications, include: Religion 10 and 20; Philosophy 3 and 20. The student is to select courses in consultation with his advisor.

Division II

Physical and Biological Sciences

Chairperson, Colson

Biology: Weimer, Colson, Glencoe, Gregg, McCormick
Chemistry: Capstack, Hamner, Holloway, Richter, Wolfe
Mathematics and Computer Science: Berry, Cowling, Klausewitz, Sheppard, Wiest
Nursing: Roy, Campbell, Craven, Farthing, Hinkle, Godsey, Jackson, Kauffman, McCollum, McKinney, D. Moore, B. Piper, Small, TenBrink
Physical Science: Holloway, Dahiya, Hickman, Sheppard, Wiest

Environmental Impact of Coal Mining 3 hrs.
The impact of coal extraction and utilization is investigated through an integrated series of lectures, laboratories, and field trips. Emphasis on the study of aquatic and terrestrial ecosystems disrupted by mining activities and upon methods, employed and proposed, for the alleviation of these problems.

Medical Technology Major

The Medical Technology major combines three years of study in the sciences and general education at Wesleyan with a fourth year of professional training at the Memorial General Hospital in Elkins, WV, with which Wesleyan has affiliation. Medical Technology certification is achieved by examination at the end of this course of study.

A minimum of 90 semester hours must be undertaken in residence at Wesleyan. These include the general studies requirements; Biology 1, 2, 9, 10, 13, and 53; Chemistry 1, 2, 21, 22, and 41; and Physics 11 and 12. Approximately 46 credits are earned in the subsequent laboratory school professional courses.

Students may also choose to complete a major in biology or chemistry while satisfying the minimum requirements for acceptance to laboratory school. Biology 35 and Chemistry 25 and 27 would be recommended additional courses.

If not admitted to the Elkins school students may complete training at another accredited hospital-based school upon approval of the campus program coordinator.

Division III

Social Sciences

Chairperson, Bright

Economics: Young, Bayard, Nair
Government: F. Curry
History: H. Coston, Hunt, B. Martin, Peterson, Sharpe
Psychology: Richard Calef, Ruth Calef, Hiedemann, E. Piper
Sociology and Anthropology: Warner, Bright, Flaxer, Olson, Peterson

Social Science 3. **4 hrs.**
A learning experience which introduces the student to basic ideas and tools of the social sciences. Specific social issues will be analyzed using an approach which integrates psychological, sociological, anthropological, historical, economic and political concepts.

Social Science Major

Students must take Social Science 1, Economics 10, 11, Government 1, History 21, 22, Psychology 1, Sociology 2, plus 15 additional hours in the Division. This list includes the 9 hours which the student must take to meet the general studies requirements in social science. Selection of courses must be in consultation with and with the general approval of the student's advisor and the Chairman of the Division of Social Sciences.

International Studies Major

A comprehensive International Studies major is offered by Division III as an alternative to majoring in a single department. Its aim is to provide a broad liberal arts foundation, a greater knowledge of foreign cultures, and an opportunity to concentrate in one or more regional studies.

The student will take Economics 10 and 11, and he will select 18 hours from a list of courses of an international nature, provided by the program advisor. He will choose an additional 17 or 18 hours of regionally oriented courses (Asia, Europe and/or Latin America) from the Departments of Art, Economics, English, Government, History, Philosophy and Religion. He also will take a minimum of 6 hours of foreign language. Additional foreign language study, and participation in travel-study programs abroad are encouraged.

The Human Services Curricula

Careers and vocations in direct services to persons has long been a fundamental aspect of the academic program of West Virginia Wesleyan College. This emphasis receives attention in many areas of the College's life such as education, nursing, and preprofessional training for medicine, the ministry, and the legal field.

The Human Services Curricula exist, however, to broaden the potential career opportunities for Wesleyan students interested in working with persons in a broad range of helping capacities. Within the curricula are various academic avenues or tracks which prepare the student for knowledgeable, proficient, and sensitive work with various types of clients. Presently within the Human Services group are interdisciplinary majors preparing persons for Services with Youth, Careers in Social Work, and training for work with the Vocationally Handicapped. Each program draws heavily upon a core of courses in the behavioral and social sciences in order to establish an adequate knowledge base for understanding human relationships and behavior. Uniquely, each program requires field placements for the student during his junior and/or senior year. Each placement setting is chosen with a focus on the student's vocational career so that actual on-the-job training can be achieved.

All of the Human Services majors require the completion of the General Studies program as stated in the College Catalog along with clear evidence of a successful field placement which will be guided through the Office of Contract Learning and the Division of Social Sciences.

Social Welfare Major

The curriculum in Social Welfare is designed for students who are seeking careers in the field of social work. These careers cover a wide range of opportunities such as employment in corrections, public welfare, mental health and mental retardation, planned parenthood, family services, adoption, foster care, medical or hospital social work, social gerontology,

group work, public school social work, community work, and various private welfare services.

Social work demands a basic knowledge of human behavior, an understanding of human motivation, a working knowledge of welfare provisions, and an awareness of bureaucratic systems operating at local, state and federal levels. For students seeking further training, graduate schools of social work are available at most major universities.

A strong core of work in the social sciences is suggested with courses in government and economics providing an understanding of the legislative process underlying social policy development and problems associated with income maintenance. Three professional courses are required, including Social Welfare and Social Work Methods and Practice I-II. In addition to course work, the student is required to spend one semester in a field internship in an agency appropriate to his chosen career. A variety of courses in sociology and psychology round out the curriculum.

Students are encouraged to test themselves and give service to the larger community through volunteer services throughout their educational experience. Field placement under adequate supervision is to be taken during any of the last three semesters when the student should be able to exhibit evidence of a core of knowledge sufficient to benefit from the field experience and contribute to the placement agency.

The following core of required courses is based upon study and involvement with the Council on Social Work Education, the Southern Regional Educational Board's Undergraduate Social Work Program, and discussions with undergraduate social work educators in West Virginia and neighboring states. Students must obtain a list of elective options from the Sociology Department and select alternatives in consultation with their advisor.

Social Welfare Curriculum

Required Courses (27 hours)

Soc. 2 Principles of Sociology
Soc. 51 Readings in Social Policy
Psy. 1 General Psychology
Psy. 20 Theories of Counseling
Psy. 23 Lifespan Developmental Psychology
Soc. 29 Research Methods in the Social Sciences
Soc. 31 Social Welfare
Soc. 32 Social Work Methods and Practice I
Soc. 33 Social Work Methods and Practice II *or*
Soc. 72 Social Work Methods and Practice in an Urban Environment

In addition to the courses above, the student must complete an internship in social welfare under the Contract Learning format. The internship will be developed in consultation with the student's advisor (12-15 hours — prerequisites include all required courses above except Social Policy).

Electives (9 hours)
The student chooses three courses from the list below in consultation with a Social Welfare advisor.

Soc. 11, 12, 13, 16, 21, 22, 23, 24, 25, 26, 27, 28, 35, 36
Psy. 7, 8, 15
Eco. 10, 11
Gov. 1, 2, 10, 16

Please note that a maximum of 45 hours may be taken in any one department. Students who want more than 45 hours in Sociology may need to take more than the 128 hours for graduation.

Rehabilitation Major

The rehabilitation of people to personally satisfying and productive roles in life is a career area of much promise. Substantial federal monies are being spent for the rehabilitation of persons who suffer the handicapping effects of birth defects, including retardation, and impairment of speech, hearing and sight, as well as handicaps resulting from accidents on the job, in the home, and on the highway. The West Virginia State Division of Vocational Rehabilitation maintains regional offices as well as a fully equipped Rehabilitation Center at Institute, West Virginia. Graduate programs in Rehabilitation Counseling are offered by West Virginia University and the University of Maryland as well as other institutions. Bachelor degree employment opportunities are available in state and private agencies as well as industry.

The following occupational titles fall within the range of rehabilitation: physical therapy, speech therapy, occupational therapy, recreational therapy, special education, and vocational rehabilitation. In all instances graduate study is encouraged, but bachelor level job candidates are receiving much encouragement. Those persons entering the fields of physical therapy and speech therapy may do preparatory work at West Virginia Wesleyan before entering certified schools. Those entering the field of special education should seek teacher certification. Civil service examinations are required for employment in most state and federal agencies.

Required Courses (34 hours minimum)

Bio. 1, 2	Principles, Structure and Function (8) for students planning additional study in biology, *or* Bio. 7, 8 Man and Nature (6).
HPE 10, 11	Anatomy and Physiology (6) *or* for persons entering medical careers such as physical therapy — Bio. 9, 10 Human Anatomy and Physiology (8) (prerequisite, Chem. 1 or 5).
Soc. 2	Principles of Sociology (3)
Psy. 3	Child and Adolescent Psychology (3) *or* Psy. 23 Lifespan Developmental Psychology
Edu. 22 or 23	Exceptionality in Education (2-3)
HPE 14	Kinesiology (3)
HPE 24	Adapted Physical Education (2)
Psy. 9	Psychological Tests and Measurements (3)
Psy. 10	Physiological Psychology (3)
Psy. 20	Theories of Counseling (3)

Field Internship (12-15 hours)
During one of the final three semesters, the student will be given a full semester's field internship in a rehabilitation setting best suited to further his career objectives. This can include a placement in the rehabilitation department of a hospital, the West Virginia State Rehabilitation Center, one of a number of schools and centers for mental health and mental retardation, or work as a recreational therapist.

Before undertaking the field internship the student must give ample evidence of academic preparation in order to understand and gain from such an experience. His work in the field internship will be evaluated carefully to ascertain intellectual growth and skill development.

Recommended Electives (12 hours minimum)
The student is encouraged to choose from among the following electives upon the advice of his counselor and in conjunction with his career objectives.

Soc. 32	Social Work Methods and Practice I (prerequisite: Social Welfare 31 *or* permission of instructor)
Soc. 33	Social Work Methods and Practice II
HPE 12	Exercise Physiology
Psy. 8	Abnormal Psychology
Psy. 15	Behavioral Modification
Spe. 15	Speech and Language: Development and Correction
Edu. 24	Education of the Exceptional Child
Edu. 25	Education of the Mentally Retarded
Edu. 11	Teaching of Reading
HEc. 41	Fundamentals of Human Nutrition
HEc. 51	Housing
HEc. 36	Clothing for the Handicapped and Elderly

Those persons seeking expertise, licensing, and certification in the field of physical therapy, speech therapy, and special education should consult respectively the Department of Health and Physical Education, Speech, or Education. Wesleyan offers only preparatory work in physical therapy and speech therapy.

Youth Services Major

The Youth Services Major is designed to prepare the student to work with adolescents and older youth, particularly those who have special needs. Academic preparation is largely through the Departments of Sociology, Psychology, and Government. The program includes work in liberal arts subjects as well as off-campus internships during the junior and senior years. Students are prepared to work with problem youth through agencies such as welfare services, juvenile courts, reform schools, detention homes,

group homes, YMCA/YWCA, Scouts, and offices of probation and parole.

The program has been developed in consultation with the Menninger Foundation of Topeka, Kansas, and the Merrill-Palmer Institute of Human Development and Family Life, Detroit, Michigan.

1. Students must complete General Studies Requirements of West Virginia Wesleyan College.

2. On-campus study shall include 30 credit hours of study.

   A) Eighteen credit hours required:

   Soc. 2 Principles of Sociology
   Soc. 21 Juvenile Delinquency
   Psy. 20 Theories of Counseling
   Psy. 3 Child and Adolescent Psychology
   Gov. 1 American Federalism *or* Gov. 2 State and Local Government
   Soc. 38 Youth Services Seminar

   B) Twelve elective credit hours to be chosen in consultation with advisor with specific vocational goals in mind.

   Soc. 11 Appalachian Studies
   Soc. 24 Racial and Ethnic Minorities
   Soc. 25 Marriage and The Family
   Soc. 31 Social Welfare
   Soc. 32 Social Work Methods and Practice I
   Soc. 35 Group Dynamics
   Bus. 21 Principles of Accounting I
   Gov. 16 Criminal Justice, System and Process
   Psy. 7 Psychology of Personality
   Psy. 8 Abnormal Psychology
   Psy. 15 Behavioral Modification
   Psy. 13 Human Relations Training
   Psy. 6 Social Psychology
   Edu. 11 Teaching of Reading

3. The Urban Semester in Columbus, Ohio, during the Junior year spring term consists of the following courses (15 credits):

   Soc. 71 Urban Field Studies
   Soc. 72 Urban Work Methods and Practice in an Urban Environment
   Soc. 73 Urban Practicum Seminar
   Soc. Research contract
   Div. 21 Appreciating the Arts

4. Internship. During one semester of the senior year the student will work "in the field" at an agency agreed upon by the student and his/her advisor. An approved field placement must be located by the student, but the advisor will assist in the placement. The placement must be under the supervision of a responsible professional person in the field who is willing to supervise the student. Criteria for such a program are to be worked out in accordance with the guidelines developed by the Office of Contract Learning. The student may fulfill this requirement in a summer placement (12-15 hours credit).

NOTE: A student may choose to complete a traditional major in Sociology, Psychology, or Government, or to complete one of the other Human Services majors, in addition to the Youth Services major. Such a plan must be carefully worked out with advisors.

Since a maximum of 45 hours may be taken in any one department, there are special difficulties for students who attempt both Social Welfare and Youth Services majors. Students who "double major" may substitute the Social Work Methods course in Columbus for Soc. 33. In order to complete two majors students may need to take more than 128 hours for graduation.

Regional Development Studies Major

The Regional Development Studies major has grown out of the expertise and experience developed during recent years by a group within the faculty who have done extensive and often pioneering work in regional approaches to development issues. This major was introduced to respond to the growing need for professional leadership skills of an interdisciplinary nature — skills which were not necessarily supplied by the traditional single subject College degree program.

By providing an integrated curriculum within the social sciences, this essentially pre-professional major will equip students with the necessary skills to facilitate their work with organizations that address the management and planning of development issues. The following are examples of such organizations: coal industry public relations, community health, economic development organizations, regional planning staffs, urban and rural planning committees, resorts and recreation operations, tourist industries, rural social welfare agencies. In addition there are opportunities for overseas work with governmental and private agencies.

Students will pursue the major either by following a guided synthesis of specified courses together with individualized Contract Learning in the area in which they expect to find employment, or by choosing a more generalized area of study and concentration in anticipation of entering graduate school. In addition to a series of required courses that give a background in the social sciences the student will select recommended electives in consultation with an advisor and in the light of the area of specialty desired. A one semester internship during the junior year permits the student to work "in the field" at an agency agreed upon by the student and advisor.

For further information on the Regional Development Studies major see the brochure issued by the Regional Development Center and the Sociology Department.

Courses for the general studies requirement should be selected in consultation with the student's advisor.

Required Courses (22 hours)

Eco.	11	Principles of Economics
Eco.	3	Urban and Regional Economics
Eco.	71	Theory of Economic Growth and Development
Gov.	2	State and Local Government
Gov.	10	Public Administration
Soc.	12	Sociology of Change and Development
Soc.	51	Readings in Sociology
MCS	5, 6	Introduction to Computer Science and Programming Languages

Recommended Electives:
(Student should exhibit a broad and diverse range of these electives with due consideration for his career objectives. Credit hours required are 15.)

NOTE: This is a suggested list of courses to satisy a general background. Students with specific career specialties should choose alternate courses in consultation with their advisors.

Eco.	50	Public Finance
Bus.	3	Quantitative Analysis II
Bus.	21	Principles of Accounting I
Bus.	60	Principles of Management
Soc.	11	Appalachian Studies
Soc.	13	Urban Sociology
Soc.	16	Social Organization
Soc.	29	Research Methods in the Social Sciences

Internship(12-15 hours)

Division IV

Applied Arts and Sciences

Chairperson, J. Martin

Business: Gum, J. Carpenter, Clemens, Craig, Drubel, D. Oldaker, Ruhlow, Wallace
Education: Burgess, Balch, J. Carpenter, P. Coston, L. Hinkle, McArdle, R. Moore, Newberger, Nickell, Siewert, Wilmoth
Health and Physical Education: Braine, K. Carpenter, Ellis, Haas, T. Martin, Myers, Ramsey, Ross, Smith
Home Economics: S. Miller, Halverson, Simmons, Walls
Library Science: Crutchfield, J. Martin, R. Moore, Mary Thiedeman.

Learning Center Courses

Students receiving credit for 5 may not enroll in 6 or 7, and vice versa.

Reading and Study Development 5. **2 hrs.**
An introductory course in the processes involved in reading and studying, designed to help students increase the effectiveness of their own reading and studying. Attention given to methods of reading in various disciplines, techniques of note-taking, test-taking, and development of flexibility in reading. Opportunity to improve comprehension, vocabulary, and rate of reading.

Techniques of Study 6. **1 hr.**
An introductory six-week course designed to help students develop study skills and a systematic approach to learning.

Techniques of Reading 7. **1 hr.**
A six-week course to develop comprehension skills at various levels, an efficient and effective reading rate, and vocabulary efficiency.

Reading and Study Development Laboratory Practicum 8. **1 hr.**
An individualized laboratory experience designed to allow each student to strengthen reading, writing, basic math, or study skills; or to prepare for graduate school exams. Prerequisites: Except for writing, and graduate exam preparation, a Learning Center course or permission from a staff member.

Departmental Offerings

Art

Michael Thiedeman, W. Oldaker, Tinelli

The art program is designed to develop a knowledge of basic aesthetic elements and provide the opportunity to develop one's creative potential. Emphasis is placed on the training and development of the student's individual talents in such areas as painting, drawing, ceramics, printmaking, sculpture, and other media. A studio atmosphere encourages participation and discussion among students and teachers. The art program of study fulfills the need to give the student a wide range of ideas and insights that will enable him to fit his interests into some context relevant to the world around him.

The curriculum is designed to fulfill the needs of the liberal arts student with an incidental interest in art as well as the visual arts major who is interested in a professional career in art.

If the student is preparing to teach art, he supplements his studio training with education courses, including special methods and practice teaching.

Students interested in pursuing a professional career in art are encouraged to seek out off-campus internships or apprenticeships to supplement their formal course work.

The exhibitions and programs with visiting artists in the Wesleyan Art Gallery are a major learning and teaching resource for the students and faculty in the Art Department. In addition to the active schedule of exhibits brought in from off campus, time is reserved each year for an exhibition of work drawn from all of the art classes and all seniors are required to present a show of their work under the supervision of the faculty.

All students intending to major in art will present a portfolio for review by the faculty, for advising purposes, after completion of nine hours of work in the department. Entering Freshmen are not required to submit a portfolio, but it is recommended that they do so. Those wishing to be considered for a Fine Arts Grant should contact the Department Chairperson early in the junior or senior year of high school; they will be expected to submit a slide portfolio of at least ten examples of their work.

Students may elect to major in Studio Art or in Art Education:

Requirement for Major in Studio Art:

39 semester hours, including Drawing 2, 3; Design Fundamentals 5, 6; Survey of Art 23, 24; Studio Seminar 48; Exhibition and Portfolio 49; plus eighteen hours of art electives, including both two- and three-dimensional course work, with a twelve-hour concentration in one medium.

Requirement for Major in Art Education:

42 semester hours in Art, including 2, 4, 5, 6, 8, 9, 10, 23, 24, 30, 31 and seven hours of electives from 1, 3, 12, 14, 15, 18, 19, 21, 22, 25; plus Professional Education courses required for Secondary Education Program (see Department of Education).

Requirement for Minor:

24 semester hours, including Drawing 2, 3; Design Fundamentals 5, 6; Survey of Art 23, 24; and Painting 8, 9, or six hours of work in one other studio area.

1. Art Appreciation. **3 hrs.**
An introductory course designed to aid the student in his own appreciation of art, by providing him a basis for aesthetic judgment. Great works of art, illustrative of historical styles of architecture, sculpture, and painting, are studied with attention to line, form, space, and color. Illustrated by slides, reproductions, and when possible, original works of art.

2, 3. Basic Drawing. **Each 3 hrs.**
Introduction to fundamentals of drawing. Analysis and rendering of line, form, value, texture, and color through use of various media. Principles of balance, proportion, rhythm, and unity. Students who have not completed Drawing 2 must have permission of the instructor before entering Drawing 3, which is a continuation.

4. Beginning Ceramics. **3 hrs.**
An introduction to high and low fire ceramic media: ceramics as a traditional craft form, relating to the creation of functional objects, and as a contemporary art form dealing with hand-built forms, fundamental techniques of decorating, glazing, and firing.

5, 6. Design Fundamentals. **Each 3 hrs.**
Introduction to a study of the elements of design, applicable to all problems of visual expression. Comprehensive consideration of the principles of color and composition. Experimentation and practice in the problems related to both two- and three-dimensional design. Students who have not completed the first half must have permission of the instructor before entering Design 6, which is a continuation.

7. Art for Elementary School Teachers **4 hrs.**
An introductory course designed primarily for elementary teachers. Materials and methods appropriate to developmental stages of children related through the use of various media and crafts.

8, 9. Painting I. **Each 3 hrs.**
Introduction to painting. Comprehensive consideration of the principles of design and color and their application to pictorial composition. Experimentation in various media. Painting 9 is a continuation of 8; students who have not completed 8 must have permission of the instructor.

10. Sculpture. **3 hrs.**
Introduction to the principles of achieving expressive form in the round and in the relief. Relationships of line, value, texture, and color to the sculptural form. Media include clay, plaster, plastiline, wood, metal, and various other materials. May be repeated for credit. *Offered in alternate years.*

12. Advanced Ceramics. **3 hrs.**
Continuation of Ceramics 4. Consideration of complex hand-built forms and techniques of wheel-forming. Study of basic glaze chemistry and body formulation, advanced decorating techniques, and various firing methods. Emphasis on experimental techniques and individual creative expression. *Prerequisite:* Art 4. *May be repeated for credit.*

13. Advanced Drawing. **3 hrs.**
The drawing considered as an art form with experiments in the emotional quality of drawing. Emphasis on quality and the development of a personal creative expression. *Prerequisites:* Art 2, 3 or the equivalent. *May be repeated for credit.*

14. Advanced Print Workshop. **3 hrs.**
Exploration of advanced problems and techniques in printmaking. Emphasis on the development of professional quality. *Prerequisites:* Art 21, 22. *May be repeated for credit. Offered in alternate years.*

15. Art in America. **2 hrs.**
A survey course in Fine Arts restricted in scope to a view of the principal American artists and their contributions to our western cultural heritage. Emphasis upon the major fields of architecture and painting from American Colonial Art to the Art of Contemporary America. Primarily a lecture course with visual aids. *Offered in alternate years.*

18. Modern European Art. **2 hrs.**
A survey course designed to aid the student in the appreciation of modern European art through a concise account of the movements which together constitute the extremely complex change that has taken place in the art of painting, sculpture, and architecture during the past half-century. Primarily a lecture course illustrated by slides, reproductions, and when possible, original works of art. *Offered in alternate years.*

19, 20. Painting II: Advanced. **Each 3 hrs.**
Intensive investigation of composition and technique in painting with emphasis on the development of individual style. Student may work in various media. 20 is a continuation of 19; students who have not completed 19 must have permission of the instructor. *Prerequisites:* Art 2, 3, 8, 9, or the equivalent. *Either may be repeated for credit.*

21. Printmaking: Silk-screen. **3 hrs.**
Emphasis is placed on the fundamentals of serigraph and related graphic processes. Areas studied will include photographic, cut film, and various stencil techniques. *Prerequisites:* Art 2, 3, 5, 6. *May be repeated for credit.*

22. Printmaking: Etching and Engraving. **3 hrs.**
May be taken as continuation of Printmaking 21 or as a separate course. Emphasis on intaglio processes: soft and hard ground etching, drypoint, aquatint, engraving, etc. Also study of experimental processes: colligraphy, lucite engraving, combined relief and intaglio techniques, etc. *Prerequisites:* Art 2, 3, 5, 6. *May be repeated for credit.*

23. Survey of Art I: Ancient and Medieval. **3 hrs.**
Historical study of architecture, sculpture, painting, and the minor arts of the western world. Art is presented as an objectification and record of man's major beliefs and ideas.

24. Survey of Art II: Renaissance and Modern. **3 hrs.**
Continuation of 23.

25, 26. Independent Study. **Each 1-3 hrs.**
An in-depth exploration of one studio area or research in one technical or historical area of study. *Prerequisites:* Upper-class standing, plus departmental approval and permission of the instructor.

27. Creative Art Workshop. **3 hrs.**
An introduction to the fundamentals of the studio art. Experimentation in various media including charcoal, pen, pencil, pastel, acrylic, collage and mixed media. Open to non-art majors only. May not be counted toward art major or minor requirements.

30. Methods of Teaching Art (Grades 1-6). **4 hrs.**
Theories of teaching art; creative behavior and mental growth in the development and psychology of child art. Planning of curriculum and behavioral objectives for an art program. Adaptation of ideas of aesthetics and arts for the elementary level. Classroom management and evaluation techniques. *Prerequisites:* Education 5 or 6, junior standing.

31. Methods of Teaching Art (Grades 7-12). **4 hrs.**
Field study and observation in the public schools. Factors determining a secondary program, such as geographical area, facilities, attitudes, scheduling. Curriculum study; sequential planning through the total school program K-12. Sensitivity and skill development in description, analysis and evaluation of art forms. *Prerequisites:* If possible Art 30 and senior standing (prior to student teaching).

48. Studio Seminar. **2 hrs.**
A study of historical, critical, and technical issues relevant to the student's major field of interest, including an examination of different approaches to art and the articulation of a personal point of view about art and artistic activity. Open to juniors and seniors in the department. *Offered in alternate years.*

49. Exhibition and Portfolio. **1 hr.**
Preparation of a professional quality portfolio of examples of the student's work; preparation and presentation of an exhibition of work in the gallery. Must be completed during the senior year, usually in the term immediately before graduation.

Biology

Weimer, Colson, Glencoe, Gregg, McCormick

The objectives of this department are: (1) to make available to students the cultural and practical values of biology, (2) to provide preprofessional training for students who plan to enter schools of dentistry, medicine, forestry, or other graduate schools, and (3) to provide adequate training for students who expect to become teachers of biology, laboratory technicians, or have other career objectives related to the field.

Requirement for Major:

29 semester hours, including 1, 2, 3, 4, and 41 or 42. In addition at least one course must be taken from each of the following three areas:
Molecular Biology, Physiology: 11, 13, 14.
Structural and Developmental Biology: 21, 22, 23, 24.
Field Studies: 31, 32, 33, 34, 35, 36.

Majors must take Chemistry 1 and 2 in their freshman or sophomore year. Chemistry 21, 22 are recommended.

Majors are required to take one of the following mathematics options: 5-6, 8-9, 10, 20.

Requirement for Minor:

14 semester hours, including Biology 1.

Where a prerequisite is required for a course, a failing grade in the prerequisite course will not satisfy the requirement.

1. Principles of Biology. **4 hrs.**
A survey of the principles of biology at the molecular and cellular levels, including energetics, reproduction, and genetics, and also including principles of evolution and ecology. A prerequisite course for all biology courses except 7, 8. Laboratory included.

2. Structure and Function of Organisms. **4 hrs.**
Introduction to the physiology of higher plants and animals. Emphasis on how organisms have met environmental problems through physiological, behavioral, anatomical, and morphological adaptations. Lecture and laboratory. *Prerequisite:* Biology 1.

3. Survey of Organisms. **4 hrs.**
A general taxonomic and phylogenetic study of monerans, plants, and animals with emphasis on evolutionary relationships, life cycles, and basic morphological characteristics. Major ecological and economic importances. *Prerequisites:* Biology 1, 2.

4. Genetics. **4 hrs.**
A study of the principles of inheritance and the nature of the genetic material. Emphasis upon contemporary developments. Training in laboratory procedures, statistical treatment of data, and logical interpretation of scientific research. *Prerequisites:* Biology 1, 2, Chemistry 1.

7. Man and Nature I. **3 hrs.**
The first semester of a sequence for non-majors. Not open to biology or nursing majors, or teacher education majors

with a teaching field in biology. A study of man and his relationship to the natural world. Basic principles of biology with major emphasis on human interaction with the environment. Population studies, natural resources, food, energy, pollution, etc. Laboratory included.

8. Man and Nature II. **3 hrs.**
Continuation of Biology 7 for non-majors. Major topics include human evolution and genetics, normal and abnormal functioning of the human body, and recent advances in medical and biological science. Discussion of controversial topics of moral and ethical concern. Laboratory included. *Prerequisite:* Biology 7.

9. Human Anatomy and Physiology I. **4 hrs.**
A study of the structure and function of the human body with emphasis on cells, tissues, skin and the coordination and control of body movements; skeletal, muscular and nervous systems are covered. Laboratory and lectures. *Prerequisites:* Biology 1, and Chemistry 1 or 5.

10. Human Anatomy and Physiology II. **4 hrs.**
A continuation of Biology 9; emphasis is placed upon the interactions of endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive systems and the maintenance of metabolism and fluid and electrolyte balance of human body. Laboratory and lectures. *Prerequisites:* Biology 9, and Chemistry 1 or 5.

11. Cell Biology. **3 hrs.**
A study of relationship between structure and function at the cellular level. Topics covered include biologically important molecules, enzymes, membranes, genetic material, protein synthesis, cellular metabolism, photosynthesis, nerve impulses, and muscle contraction. *Prerequisites:* Biology 1 and Chemistry 1, 2, 21.

12. Cell Biology Laboratory. **1 hr.**
Laboratory exercises which emphasize the techniques and theories of isolating and characterizing biologically important compounds. Techniques include spectro-photometry, chromatography, electrophoresis, high speed centrifugation, and respirometry. *Corequisite:* Biology 11 or Chemistry 41.

13. Microbiology. **4 hrs.**
A study of microorganisms such as bacteria, lower fungi, and viruses and their ecology, relationships to health, preparation and preservation of foods, use of water, agriculture, and industry. Training in laboratory techniques. A foundation course for students preparing for careers in medicine, medical technology, home economics, and board of health work. *Prerequisite:* Biology 1.

14. Plant Physiology **4 hrs.**
An introduction to the basic principles of plant physiology, emphasizing processes of nutrition, energy conversion, metabolism, growth, reproduction, development, and senescence in higher plants. For each process, regulation by both external and internal environments will be considered. *Prerequisites:* Biology 1, 2 or permission of instructor.

21. Comparative Anatomy. **4 hrs.**
Relationships between the different groups of vertebrates are considered by detailed reference to organs, systems, and total structure. Laboratory involves dissection of several animals selected as types. *Prerequisites:* Biology, 1, 2.

22. Embryology. **4 hrs.**
A study of the production of germ cells, segmentation and development of the embryo, and growth of the principal organs and tissues in typical vertebrates. *Prerequisites:* Biology 1, 2.

23. Histology. **4 hrs.**
A study of animal tissues including a survey of techniques and laboratory practice in selected procedures. *Prerequisites:* Biology 1, 2.

24. Plant Anatomy. **4 hrs.**
A developmental approach to a study of the anatomy of vascular plants including some basics of plant embryogenesis and morphogenesis. *Prerequisites:* Biology 1, 2

31. Dendrology. **4 hrs.**
A study of the trees of the North American Continent with emphasis on those of the Eastern Deciduous Forest, including systematic identification and economic importance of the species. A general introduction to forest ecology and basic silvical practices is also included. *Prerequisites:* Biology 1, 2.

32. Ecology. **4 hrs.**
A study of the relationships of plants and animals to their environment. The concepts of energy flow, ecosystems, communities, and population ecology (including man) will be discussed. Assigned readings and discussion of original source materials. Lectures, laboratories and field trips. *Prerequisites:* Biology 1, 2 and Chemistry 1.

33. Field Biology. **3 hrs.**
Biological concepts which can be treated effectively only by intensive field study. As topics change from year to year, this course may be taken more than once with the approval of the professor and the head of the Biology Department. *Prerequisite:* Permission of the instructor.

34. Field Botany. **4 hrs.**
An introduction to identification and classification of higher plants, with emphasis on local flora and flowering plant families of West Virginia. Field trips. *Prerequisites:* Biology 1, 2.

35. Parasitology. **4 hrs.**
A study of the morphology, life history, epidemiology, and pathogenicity of animal parasites affecting man and animals. Laboratory and lectures. *Prerequisites:* Biology 1, 2.

36. Vertebrate Zoology. **4 hrs.**
A study of the evolution, adaptations, and natural history of the vertebrates. Lectures, laboratories and field trips. *Prerequisites:* Biology 1, 2.

41, 42. Seminar. **Each 1 hr.**
Biological subjects read and discussed. Papers presented by members of the class on biological topics of interest. Current biological literature is especially considered. Not open to freshmen or sophomores.

51, 52. Individual Studies in Biology. **Each 1-2 hrs.**
Directed readings and/or projects in specialized areas of the field. Designed to give students an opportunity to pursue particular areas of interest. Open to selected junior and senior students by approval of the professor concerned and head of Biology Department.

53. Independent Study in Immunology **2 hrs.**
A study outline is provided for readings on topics including antigen, antibody, complement, immune systems, recognition of self, allergic responses. *Prerequisites:* Biology 1, 13; Chemistry 1, 2 or 5, 6.

Business

Gum, J. Carpenter, Clemens, Craig, Drubel, D. Oldaker, Ruhlow, Wallace

Education for a career in the business world must provide students with the intellectual competence to become successful, responsible, and creative business leaders. To this end the faculty seeks to develop in students both a thorough understanding of the diverse operational problems involved in a business world of changing dimensions, and insights into their solutions.

In an attempt to master the more specialized aspects of business, students are encouraged to explore social and other cultural values. The exacting demands which face these executives require that they possess more than a high degree of professional competence. They must have a broad grasp of general business fundamentals and a full awareness of the economic, social, and human forces which form the background against which their business careers will be pursued. The curriculum is formulated upon the realization that an effective career in business leadership must be based upon a broad cultural foundation.

The courses offered meet the needs of those intending to enter one of the fields of business, pursue graduate study, or teach business.

Requirement for Major:

Six areas of concentration are possible for majors in this department: Accounting, General Business, Management, Marketing, Office Administration, and Business Education. Psychology 5 (Business and Industrial Psychology) may be credited toward this major.

1. A concentration in Accounting consists of 54 hours, including Business 1, 3, 5, 13, 14, 21, 22, 23,

24, 25, 26, 27, 29, 32, 60, 70; Economics 60; plus 3 hours of electives in Business.

2. A concentration in General Business consists of 39 hours including Business 1, 3, 13, 14, 21, 22, 60, 70; plus 3 hours of upper-level Accounting; Economics 60; plus 9 hours of electives in Business chosen with permission of the department.

3. A concentration in Management consists of 48 hours, including Business 1, 3, 5, 13, 14, 21, 22, 60, 61, 62, 65, 67, 70; plus 6 hours of electives in Business; Economics 60.

4. A concentration in Marketing consists of 48 hours, including Business 1, 3, 13, 14, 21, 22, 60, 61, 70, 72, 73, 77, 78; plus 6 hours of electives in Business; Economics 60.

5. A concentration in Office Administration consists of 45 hours, including Business 1, 12, 13, 14, 21, 22, 40, 49, 50, 56, 60, 62; plus 12 hours of electives in Business; Economics 10 and 11 strongly recommended.

6. A concentration in Business Education consists of three choices of certificates for secondary school teaching. The specific requirements and the minimum standards for each may be found under Teacher Education Programs.

Requirement for Minor:

15 semester hours, including Business 21 and 22.

1. Quantitative Analysis I. **3 hrs.**
A review of fundamental mathematical operations and an introduction to business calculations including such topics as interest, discount, depreciation, ratios, and basic statistics such as averages and measures of central tendency. *Prerequisite:* High School Algebra or equivalent.

3. Quantitative Analysis II. **3 hrs.**
A study of analysis of business and economic data including statistical inference, regression, correlation, time series, and index numbers. Additional information is presented on basic probability theory and probability distributions and their relation to quantitative decision making. *Prerequisite:* Business 1.

5. Quantitative Analysis III. **3 hrs.**
A study of the applications of various mathematical techniques to the solution of modern business problems. Topics include: decision tables, linear programming, inventory models, PERT, and game theory. *Prerequisite:* Business 3.

9. Retail. **3 hrs.**
An in-depth look at the structures and functions of retailing. The focus is on how the retail manager plans, organizes, directs, and controls his operation.

10. General Insurance. **3 hrs.**
Introduction to principles underlying all forms of insurance. Theory of risk and its application to insurance. *Not open to freshmen.*

11. Economics of Consumption. **3 hrs.**
Special emphasis on practical aspects of consumerism, dealing with merchandise values, labels, advertising, installment purchasing, insurance, rent, home ownership, and consumer protection policies. *Not open to freshmen.*

12. Business Communications. **3 hrs.**
Focuses on principles and techniques involved in organizing ideas, writing effective business letters, and presenting reports, both oral and typewritten. *Prerequisite:* Junior or Senior standing.

13. Business Law I. **3 hrs.**
A general survey of law, emphasizing commercial law but covering also other legal subjects like divorce, torts and criminal law. *Prerequisite:* Junior or Senior standing.

14. Business Law II. **3 hrs.**
Continuation of Business Law I with emphasis on commercial contracts and the Uniform Commercial code. *Prerequisite:* Business 13.

21. Principles of Accounting I. **3 hrs.**
Introduction to the fundamental principles involving business transactions necessary for financial reporting.

22. Principles of Accounting II. **3 hrs.**
Continuation of Principles of Accounting I with additional material on internal reports, taxes, and financial statement analysis. *Prerequisite:* Business 21.

23. Intermediate Accounting I. **3 hrs.**
A study of the accounting statements and the limitations involved in their preparation. Emphasis is on accounting theory and concepts and on analysis of the problems that arise in applying these concepts to financial accounting. Alternate views to the generally accepted position are explored and evaluated. *Prerequisite:* Business 22.

24. Intermediate Accounting II. **3 hrs.**
Continued emphasis on accounting concepts; on conflicts and limitations that exist within the traditional structure of accounting theory. Attention is focused on the use of accounting information as a basis for decision-making of

management, stockholders, creditors, and other users of financial statements and accounting reports. *Prerequisite:* Business 23.

25. Cost Accounting I. **3 hrs.**
Emphasis is placed on the cost data accumulation methods used in a job order and in a process cost system. *Prerequisite:* Business 22.

26. Cost Accounting II. **3 hrs.**
Emphasis is placed on controlling costs through budgeting and standard cost systems. Detailed attention is given to cost analysis and to profit planning as they relate to decision-making. *Prerequisite:* Business 25.

27. Auditing. **3 hrs.**
Work of accountant in investigating, interpreting, and appraising accounting and related records. *Prerequisite:* Business 25.

29. Income Tax Accounting. **3 hrs.**
A study of income tax law as it applies to the individual, partnership, and corporation. Emphasis is on the preparation of individual returns and the understanding of how to research the answer to a tax question using standard tax research aids. *Prerequisite:* Business 22.

32. Advanced Accounting. **3 hrs.**
A study of partnerships, special sales procedures, consolidations, fiduciaries, and fund accounting. Emphasis is on the consolidation of corporate holdings given various complex situations. *Prerequisite:* Business 24.

40. Office Machines. **2 hrs.**
Operating electronic calculators in conjunction with problem-solving. *Prerequisite:* Business 1.

43. Shorthand I. **3 hrs.**
Introduction to theory and practice of the technique of Gregg Shorthand. Students who have had one year of shorthand may not take this course for credit.

44. Shorthand I. **3 hrs.**
A continuation of Shorthand 43 with emphasis on dictation speed and transcription skill development. *Prerequisite:* Business 43 or one year of high school shorthand.

45. Shorthand II. **3 hrs.**
Dictation and transcription with emphasis on speed building and production of accurate and attractive transcripts. *Prerequisite:* Business 44 or two years of high school shorthand.

46. Shorthand II. **3 hrs.**
A continuation of Shorthand 45 with specialization in executive, medical, or legal shorthand terminology. *Prerequisite:* Business 45.

47. Typewriting I. **2 hrs.**
Introduction to development of skills that lead to efficient typewriting. Students who have had one year of typewriting may not take this course for credit.

48. Typewriting I. **2 hrs.**
A continuation of Typewriting 47 with emphasis on development of speed and accuracy in preparing letters, manuscripts, and statistical reports. *Prerequisite:* Business 47 or one year of high school typewriting or the equivalent.

49. Typewriting II. **2 hrs.**
Emphasis on modern typewriting techniques and the development of speed and accuracy. *Prerequisite:* Business 48 or two years of high school typewriting.

50. Typewriting II. **2 hrs.**
Continuation of Typewriting 49. *Prerequisite:* Business 49.

56. Office Procedures. **3 hrs.**
Designed to develop proficiency in office procedures. *Prerequisites:* Business 40, 49.

60. Principles of Management. **3 hrs.**
The fundamentals of management underlying the organization and operation of business firms; governmental regulations of business practices. *Not open to freshmen.*

61. Managerial Accounting. **3 hrs.**
A survey of accounting methods from the viewpoint of management; income measurement; analysis of and interpretation of accounting data; internal reports. Emphasis on how accounting information can be used as a guide in making decisions. *Prerequisite:* Business 22.

62. Personnel Management. **3 hrs.**
Personnel problems of operating management. Policy decisions and practices involving selection, recruitment, training, job analysis and evaluation, work load, motivation, remuneration, morale, discipline, personnel appraisals, management development, and other areas. *Prerequisite:* Business 60.

65. Labor-Management Relations. **3 hrs.**
Provides the student with an understanding of the importance of organized labor in today's economy. Labor legislation, organization, history, collective bargaining, and the future of the labor management movement are some of the topics emphasized. *Prerequisite:* Business 60.

67. Corporation Finance. 3 hrs.
A study of the corporate organization and the methods and instruments used to support the firm financially. Emphasis on the value of the firm and how financial decisions affect that value. Additional topics include working capital management, leverage, risk, cost of capital, and dividend policy. *Prerequisite:* Business 61 or 25, 26.

70. Principles of Marketing. 3 hrs.
Explores the role and importance of marketing in the business firm and the American economy. Emphasis is placed on the nature of marketing, target market determination, marketing opportunities, product and price decisions, distribution decisions, promotion, influences of the marketing environment, and international marketing.

72. Salesmanship. 3 hrs.
Introduction to selling viewed from principles and practices, management, policy formulation, the selling process, selecting personnel and training. *Prerequisite:* Business 70.

73. Advertising. 3 hrs.
The place of advertising in business; introduction to the chief forms of advertising; principles of analysis; layout, copy writing, and criticism; preparation of advertisements for various media; methods of measuring effectiveness of advertising. *Prerequisite:* Business 70.

77. Advanced Marketing Management. 3 hrs.
Case studies, simulation techniques, and field studies as three methods for learning to identify business problems of a market nature and develop strategic marketing plans to solve them. The market areas of pricing, promotion, distribution, and product line explored. *Prerequisite:* Business 70.

78. Issues of Marketing. 3 hrs.
Provides students with an in-depth analysis of current situations affecting marketing managers. Such topics as social responsibility, marketing non-profit institutions, evaluating advertising effectiveness, marketing research, developing marketing information systems, and consumerism are studied. Specific attention is given to developing the written and verbal communication skills of the students. *Prerequisite:* Business 77.

89. Seminar in Business. 1-3 hrs.
Applying the knowledge acquired in Business courses in analyzing and solving specific problems. *Prerequisite:* Senior standing and a minimum of 18 hours of Business courses.

A.A. Degree — Secretarial Science

The secretarial studies program leads to an A.A. degree which can be completed in two years (consisting of a minimum of 64 hours), or the courses may be applied toward the B.S. degree in the four-year program in business education or office administration. Students must complete 32 hours in residence excluding credit by examination and/or advanced placement. There are three fields of specialization: Executive Secretary, Legal Secretary, and Medical Secretary.

The following courses are required for students who wish to qualify for management level secretarial positions:

Humanities, Fine Arts, Literature	3
English 1	3
Accounting 21-22	6
Shorthand 43-44	6
Typewriting 47-48	4
Quantitative Analysis 1	3
Religion or Philosophy	3
Economics 10	3
Psychology 1 or Social Science 3	3-4
Business Law 13	3
Shorthand 45-46	6
Typewriting 49-50	4
Office Machines 40	2
Office Procedures 56	3
Business Communications 12	3
Physical Education	2
Electives	6-7

For students who wish the Medical Field of specialization, electives should include Biology, 6-8 hours; for students who wish the Legal Field of specialization, electives should include 3 additional hours of Business Law and 3 hours of American Government.

Shorthand 45 and 46 include two laboratory sessions per week in which students may work on specialized dictation and transcription of executive, legal, or medical terminology and material.

Students who enter the program with shorthand-typewriting backgrounds may have as many as 10 additional hours for electives. Students are encouraged to take Speech 11 as one of these electives.

Chemistry

Capstack, Hamner, Holloway, Richter, Wolfe

The Chemistry Department provides a background of chemical science to meet the needs of a variety of students pursuing a variety of careers. The introductory and general courses are general studies courses in science suitable for any student; these and other courses are utilized to provide the chemistry needed for degree programs dependent on chemistry. Two degree programs are offered in chemistry. The department prepares students to enter professional schools in such areas as medicine and dentistry; it prepares chemists to enter the chemical profession directly or to attend graduate school; and it trains chemistry teachers. Three years of high school mathematics and high school chemistry are recommended prerequisites for elementary courses.

Requirement for a Bachelor of Science Major:

40 semester hours of chemistry including 1, 2, 21, 22, 25, 26, 27, 28, 45, 46, 50, 63; two credit hours of laboratory at the senior level; German 1, 2, 11, 21; Math 20, 21; and Physical Science 11, 12.

Requirement for a Bachelor of Arts Major:

24 semester hours including 1, 2, 21, 22, 25, 27, 63.

Requirement for Minor:

15 semester hours including 1, 2.

1, 2. Introductory Chemistry. **Each 4 hrs.**
An introduction to the language and general principles of chemistry designed to form a sound foundation for the student interested in the natural sciences and/or pursuing additional courses in chemistry. Consists of lectures and laboratory.

5, 6. General Chemistry. **Each 4 hrs.**
A terminal course in general chemistry designed to meet the needs of students pursuing degrees in fields other than in the natural sciences. Consists of lectures and laboratory.

21, 22. Organic Chemistry. **Each 4 hrs.**
Theory and practice of organic chemistry, including qualitative organic analysis. *Prerequisites:* Chemistry 1, 2.

25, 26. Intermediate Chemistry. **Each 2 hrs.**
Theories of chemical syntheses and equilibria including calculations, errors, and analyses by both classical and instrumental methods. *Prerequisite:* Chemistry 2.

27, 28. Intermediate Chemistry Lab. **Each 2 hrs.**
Laboratory course to include preparation of chemical compounds and qualitative and quantitative analysis by volumetric, gravimetric, and instrumental methods. *Prerequisite:* Chemistry 2. *Corequisites:* Chemistry 25, 26.

41. Biochemistry. **3 hrs.**
A study of the properties and reactions of compounds of importance in living organisms and a survey of the process of intermediary metabolism. *Prerequisites:* Chemistry 21, 22.

45, 46. Physical Chemistry. **Each 3 hrs.**
An introduction to the physical laws of chemistry and their application to chemical systems. *Prerequisites:* Chemistry 2; Math 21; Physics 12.

50. Instrumental Analysis. **2 hrs.**
A study of the principles and techniques for the commonly used methods of instrumental analysis. *Prerequisites:* Chemistry 22, 26, 46.

53, 54. Advanced Chemistry. **Each 2 hrs.**
Concepts and theories of chemical structure and their relationships to chemical and physical properties. *Prerequisites:* Chemistry 22, 26, 28, 46.

55, 56. Advanced Chemistry Lab. **Each 1 hr.**
Laboratory application of the theories discussed in advanced chemistry courses. *Prerequisites:* Chemistry 22, 28, 46.

61. Special Topics in Chemistry. **1-2 hrs.**
The study of selected areas of chemistry pursued by the student independently with the guidance of a faculty member. Open to highly qualified junior and senior chemistry majors who obtain formal departmental approval.

62. Research. **Variable credit**
Reading and laboratory work on an original problem and report thereon. Open to *selected* seniors who have completed creditably at least three years of Chemistry.

63. Seminar. **Each 1 hr.**
For advanced students in chemistry and physics.

Christian Education

Carr, P. Coston, Wilmoth

A major in Christian Education is designed to prepare students for graduate study and for full-time Christian vocations in various specialized ministries in or related to the church, including program director, director of Christian education, director of children's, youth, or adult ministries, minister of education, pastor, or church and community worker.

Students may elect a minor in Christian Education with studies in Education, Music, or Sociology, leading to careers that combine these emphases. Students interested in exploring the possibility of church careers or in increasing their understanding for future leadership in the church as lay persons are encouraged to consider electives from the first four courses.

Requirement for Major:

25 hours in the department: courses 1, 2, 21, 22, 31, 32, 41, 42, 43; also Education 4 and 5 or 6, and Religion 2, 10 or 11, and 12 or 13. Religion 3 is recommended in the freshman or sophomore year.

Requirement for Minor:

15 semester hours, beginning with courses 1 and 2.

1. Introduction to Christian Education. 3 hrs.
An introduction to the field of Christian Education: the history of the Sunday School movement; a survey of vocational opportunities related to Christian Education and ministry, resource materials, and issues relevant to Christian Education ministry.

2. Foundations and Curriculum. 3 hrs.
A study of the foundations of the Christian faith in relation to the educational ministry of the church, a survey of curriculum materials, the aims of Christian Education, and teaching/learning methods.

21. Leadership in the Church. 3 hrs.
Leadership processes in the life of the church: the implications of the concept of the church; leadership roles and group processes; goal setting and administrative procedures; structures and programming for ministries.

22. The Bible in Christian Education. 3 hrs.
The significance of the Bible for nurture in the church, in relation to the capacities and needs of all ages. *Prerequisite:* Religion 2.

31. Christian Education Theory. 3 hrs.
The implications of theology and Christian Education theory for the practice of Christian Education. A survey of the Sunday School, Religious Education, Christian Education movements, leading theorists, and issues. *Prerequisite:* C.E. 21 or 22.

32. Youth and Adult Ministries in the Church 3 hrs.
Understanding the needs, faith development, and ways youth and adults learn; a study of effective structures, programs, and methods for the church's ministry with youth and adults. *Prerequisite:* C.E. 2 or permission of the instructor.

41. Senior Field Work I. 3 hrs.
Supervised teaching and leadership experiences in a variety of church programs: church school administration, organization, and teaching; planning and leading teacher training and development workshops. *Prerequisite:* C.E. 31.

42. Senior Field Work II. 3 hrs.
The role of the Christian Educator and multiple staff relationships; the dynamics of ministry in the local church; leadership training and development skills. *Prerequisite:* C.E. 31.

43. Senior Seminar. 1 hr.
Comprehensive review of Christian Education theory, investigation of some current issues, and their implications for the practice of Christian Education. *For majors only.*

51, 52, 53, 54. The Christian Minister. Each 2 hrs.
Introductory studies of basic ministry skills and understandings, for pastors, Christian educators, interested laypersons: pastoral care, worship, preaching, evangelism, administration.

55. Christian Education Seminar. 1-3 hrs.
Investigation of selected problems, current trends, and creative developments in Christian Education.

Economics

Young, Bayard, Nair

The courses in economics are designed to provide the student with an adequate understanding of economic principles and problems; to give a good economic background to students interested in business, finance, government, law, teaching and other related fields; and to meet the more specific needs of economics majors.

Requirement for Major:

30 hours including 10, 11, 20, 21, 52, and 60. Majors are required to take, in addition, one semester of statistics; however this course will not count toward the 30-hour requirement. Students who plan graduate studies in economics are strongly encouraged to take Mathematics and Computer Science 5, 6, 20, 21, and 34.

Requirement for Minor:

15 semester hours in Economics including 10 and 11.

1. Economic Geography. 3 hrs.
An introductory study of the physical, cultural and economic elements of the geographical environment. Emphasis is placed on regional description, geographical distribution of resources and industries, world production of commodities, world trade and transportation.

2. Economics of Environment, Energy and Resources. 3 hrs.
Economic analysis of current problems related to environment, energy and resources. Topics include growth-oriented economy, depletion of non-renewable resources, accelerating technological change, population growth and externalities. Public policy toward preserving and improving the environment while providing adequate supplies of energy and resources is also examined.

3. Economics of West Virginia and Region VII. 3 hrs.
Relationships between rural and urban areas of West Virginia are examined within a developmental context incorporating inter-disciplinary views drawn from sociology, anthropology and political science. This course examines recent trends in population, economic growth, coal industry, employment, environment, resource-availabilities, industrialization, monetary structure, fiscal policies, and state's growth prospects. Attention given to Upshur County economy.

10, 11. Principles of Economics. Each 3 hrs.
A general introduction to economics. Particular attention is given to the nature and scope of both macroeconomics and microeconomics, the use of basic tools of economic analysis, the study of simple theoretical models and the examination of major economic problems and policies. (With the consent of the instructor, 11 may be taken before 10.)

20. Macroeconomics I. 3 hrs.
A study of modern income and employment theory. Analysis of the determinants of such aggregate economic magnitudes as national income, employment, price level, etc. *Prerequisites:* Economics 10, 11.

21. Microeconomics I. 3 hrs.
A theoretical analysis of the principles of pricing in commodity markets under different market structures such as perfect competition, monopoly, monopolistic competition and oligopoly. Examination of utility, demand, production, cost, and supply functions. *Prerequisites:* Economics 10, 11.

30. Macroeconomics II. 3 hrs.
Further topics in income and employment theory. Extension of models developed in Macroeconomics I to include the goods and money markets. Fiscal, monetary and incomes policies. Business cycle theory. *Prerequisite:* Economics 20.

31. Microeconomics II. 3 hrs.
A study of pricing and employment of resources under conditions of perfect and imperfect competition. General equilibrium analysis; welfare economics; intertemporal choice and technological change. *Prerequisite:* Economics 21.

40. Mathematical Economics. 3 hrs.
Mathematical formulation of microeconomic and macroeconomic models. This course involves the application of elementary differential and integral calculus and linear algebra to economic analysis. *Prerequisites:* Economics 10, 11; one semester of calculus.

50. Public Finance. 3 hrs.
Outline of the major fiscal systems. Budgets, sources of revenue, expenditures. Problems of assessment, tax collection, public debt. Modern theories and practice of public finance. *Prerequisites:* Economics 10, 11.

51. Comparative Economic Systems. 3 hrs.
A comparative study of major systems of economic organization, of both free enterprise and controlled varieties; laissez-faire and mixed capitalism, communism, market socialism, fascism. Emphasis is on theoretical-analytic rather than institutional aspects. *Prerequisites:* Economics 10, 11.

52. History of Economic Thought. 3 hrs.
A study of the development of economic thought from mercantilism to the present. Contributions of great economists to economic analysis and their bearing on current theory and policy are emphasized. *Prerequisites:* Economics 10, 11.

53. Urban and Regional Economics. 3 hrs.
Examination of economic organization of urban and regional areas: location theory, land-use patterns, poverty areas,

problems of transportation, housing, urban renewal, education, unemployment, and local public finance; urban and regional growth models. *Prerequisites:* Economics 10, 11.

60. Money and Banking. 3 hrs.
A study of the money and credit aspects of a money economy, especially of the U.S. economy, of monetary theories and of the problems of monetary policy. *Prerequisites:* Economics 10, 11.

70. International Economics. 3 hrs.
An analysis of the various models of international trade theory and of the forces and institutions affecting the economic relations of modern nations. Attention is given to the problems of international movements of goods and productive factors, to the foreign economic policies of the United States, and to world monetary problems. *Prerequisites:* Economics 10, 11.

71. Theory of Economic Growth and Development. 3 hrs.
The major theories of economic growth: Classical, Marxian, Schumpeterian, Keynesian, Domarian. Some simple dynamic models of economic development. Obstacles to and requirements for economic development. Agriculture, industry, foreign trade, population, and other basic problems facing today's less developed countries. Development planning and other development policies. *Prerequisites:* Economics 10, 11.

80. Problems in the World Economy. 3 hrs.
An analysis of the major policy problems currently affecting trade, investment, aid, debt, means of payment and technology relations among nations and groups of nations, with emphasis on U.S. balance of payments, East-West trade, North-South dialogues and the world economic and monetary order. *Prerequisite:* Economics 70.

81. Development in Selected Third World Areas. 3 hrs.
An analytical and normative survey of the particular development process and problems, past and present, of certain less developed countries or areas selected by the teacher-students team. The exploration focuses on the interrelationship of historical, geographical, psycho-sociological, political and economic factors; the institutional change process; and the development and planning models followed. It is also an experience in making growth projections, predictions and policy recommendations. *Prerequisite:* Economics 71.

82. Seminar. 3 hrs.
Intensive study of selected topics and problems. Research papers presented by members of the class. *Prerequisites:* Major or minor in Economics having completed at least 12 hours in the department.

83. Readings in Economics. 3 hrs.
Directed readings on a topic of interest to the student and acceptable to his instructor. Periodic conferences with the instructor. *Prerequisites:* Major or minor in Economics having completed at least 15 hours in the department.

Education

Burgess, Balch, J. Carpenter P. Coston, L. Hinkle, McArdle, R. Moore, Newberger, Nickell, Siewert, Wilmoth

Courses offered in Education are designed to help students preparing to teach to acquire the professional understanding and skills necessary for success in teaching, and to meet requirements for certification in West Virginia and other states. West Virginia Wesleyan College attempts to equip prospective teachers with a thorough professional education, ample mastery of the subject matter to be taught, a breadth and richness of liberal culture, and a Christian view of the dignity and worth of human personality.

The program enables students to meet requirements for elementary and secondary certificates in this and other states. The public schools of the area afford opportunities for directed observation and teaching. All students in the field of Education should plan the work of every semester under the direction of the Faculty of Education.

Requirement for Secondary Education Major:

128 semester hour Teacher Education Program including Secondary Education general studies, appropriate teaching field(s), Secondary Education professional education sequence, and electives. *(See Teacher Education Program).*

Requirement for Elementary Education Major:

128 semester hour Teacher Education Program including Elementary Education general studies, Elementary Education specialization, Elementary Education professional education sequence, and electives. *(See Teacher Education Program).*

Requirement for Secondary Education Minor:

7-12 or K-12 teaching field meets requirement for minor for Secondary Education major.

Requirement for Elementary Education Minor:

An Education major is not required to have a minor; however two types of optional minors are available, certificate minors (which are eligible to be recorded as endorsements on an elementary teaching certificate) and noncertificate minors (which are eligible to be recorded on student college transcripts but not on teaching certificates).

Elementary certificate minors include: Art, Early Education, French, Home Economics, Mathematics, Physical Education, Social Studies, and Special Education (MR).

Elementary noncertificate minors include: Teaching of Reading, Religion, Christian Education, Biology, Business, Chemistry, Economics, English, Government, Health & P.E., History, Library Science, Computer Science, German, Music, Physics, Psychology, Sociology and Anthropology. *(See Teacher Education Program).*

2. Foundations of Education. 2 hrs.
Introductory course in the professional sequence for all who plan to teach. Includes an early laboratory experience. A study of the philosophical, psychological, sociological, and historical foundations of education.

3. Audio-Visual Methods. 1 hr.
Instructional techniques through the use of selected audio-visual materials. *Prerequisite:* Educ. 2.

4. Developmental Psychology I. 2 hrs.
A study of the underlying and interrelated factors affecting the total development of the human being. This course is basically concerned with facts and theories of physical and mental development. Includes appropriate educational field experience. *Prerequisites:* Educ. 2, Sophomore standing, and admission to the Teacher Education program.

5. Developmental Psychology II. 2 hrs.
A study of the underlying and interrelated factors affecting the total development of human beings as complex and dynamic personalities. This course concentrates on learning theories and educational psychology. Includes appropriate educational field experience. *Prerequisites:* Educ. 2, 4, Sophomore standing, and admission to the Teacher Education program.

8. Educational Paraprofessionalism. 3 hrs.
A supervised pre-student teaching experience for prospective teachers in a local school as an educational paraprofessional. This course can be taken in January or late May during the sophomore, junior, or senior year. It extends for fifteen consecutive days and includes seminars to discuss experiences. *Prerequisites:* Ed. 2, Sophomore standing, and sixty days written advance notice to the Education Department.

10. Media and Technology. **3 hrs.**
Provides experience in developing effective instructional techniques through the use of audio-visual materials. Additional time is required for student participation in laboratories dealing with the operation and utilization of equipment. Selection procedures are explored on a group and individual basis. *Prerequisite:* Educ. 2.

11. The Teaching of Reading. **3 hrs.**
An overview course designed primarily for prospective and in-service teachers. Special attention is given to such aspects of the reading program as readiness, planning the reading lesson, skills identification, diagnosing reading difficulties, remedial reading, and types of reading materials. *Prerequisites:* 2 hrs. of Professional Education, or permission of instructor.

15. Teaching Reading in the Content Areas. **1-3 hrs.**
A course designed for prospective and in-service teachers, to help them teach reading skills directly related to their particular content areas. Identification of students who have reading problems and the types of materials which can be used effectively in various content fields. Required of all secondary teachers and elementary majors with a Reading minor. Recommended that Elementary Education majors take Educ. 11 prior to enrollment in this course. Reading minors should take the three-credit section.

16. Diagnostic and Prescriptive Reading. **3 hrs.**
Examines ways of identifying reading disabilities and their causative factors. Study and practical experience using formal and informal diagnostic procedures are included. Prescriptive techniques and remedial methods are studied. *Prerequisite:* Educ. 11.

17. Developmental, Exploratory and Corrective Reading. **2 hrs.**
A study of the content, methods and procedures for corrective reading including diagnosis and remediation. Emphasis will be placed on student needs and development of materials to meet these needs. *Prerequisites:* Educ. 11, 16.

18. Teaching of Reading Practicum. **1-3 hrs.**
A course designed to give students the opportunity to understand reading methods and use a variety of reading materials and equipment. Students will have practical experience in working with elementary or secondary students usually in a school or reading laboratory setting. *Prerequisites:* Educ. 11, and 15 or 16.

22. Exceptionality in Education. **2 hrs.**
Introducing to prospective teachers the following eight areas of exceptionality: behavioral disorders, hearing impairments, mental retardation, physical handicaps, specific learning disabilities, visual impairments, and giftedness.

23. Areas of Exceptionality in Special Education. **3 hrs.**
A guided survey of the areas of exceptionality in the field of Special Education, namely: emotionally disturbed, physically handicapped, speech and language, visually impaired, hearing impaired, mentally retarded, gifted, and learning disabled.

24. Education of Exceptional Children. **3 hrs.**
A survey of Special Education designed to acquaint the student with the research and issues in the field as well as assessment devices and classroom management techniques. *Prerequisite:* admission to Teacher Education program.

25. Education of the Mentally Retarded. **3 hrs.**
An in-depth investigation of the field of mental retardation. It analyzes the definition, characteristics, and causes of mental retardation. Emphasis is placed on learning and development, intelligence, specific legislation, programs, and the various social agencies related to the field of mental retardation. *Prerequisites:* Educ. 23, 24.

26. Diagnosis, Prescription and Assessment Techniques. **3 hrs.**
An in-depth investigation of and involvement in the diagnosis, prescriptive and assessment techniques used in teaching the mentally retarded. Emphasis is also accorded the prevention of and treatment for mental retardation. *Prerequisites:* Educ. 23, 24.

27. Curricular Approaches, Materials and Methods for the Mentally Retarded. **3 hrs.**
An in-depth investigation designed to acquaint the teacher trainee with those essential curricular approaches, materials and methods utilized in reading, perception, speech and language, spelling and handwriting. *Prerequisites:* Educ. 23, 24.

28. Applied Practicum in Mental Retardation. **3 hrs.**
A field-research practicum intended to actively involve the teacher trainee, through analogous and equivalent practice, in the application and synthesization of previously learned concepts. *Prerequisites:* Educ. 23, 24.

29. Student Teaching Experience In Mental Retardation. **3-4 hrs.**
A minimum four-week full-time student teaching experience in public school setting in a fully certified program with a licensed special education teacher. The opportunity to blend theory into practice through the application of concepts and skills essential in designing instructional approaches for the mentally retarded. *Prerequisites:* 18 se-

mester hours in Special Education MR; approval of department chairman.

30, 31. Curriculum of Early Education. Each 3 hrs.
Emphasis to be placed on interrelatedness of subject matter areas — language arts, sciences, social studies, safety and health, and the creative arts. The developmental sequence and suggested teaching activities and experiences will be discussed in each area. The first semester will also carry an emphasis on the interrelatedness of early childhood characteristics and the teaching-learning process. Includes field experience in Child Development Center. *Prerequisites:* Educ. 2, 4, 5.

32. Organization and Administration of Early Education. 3 hrs.
Emphasis will be placed upon details essential to the organization of a good program for children — records and reports, physical facilities and equipment, working with exceptional children, and the role of the parent. *Prerequisites:* Educ. 30, 31.

39. Student Teaching in Early Education. 3-4 hrs.
A minimum four-week full-time student teaching experience in public school setting in a fully certified program with a licensed Early Childhood teacher. *Prerequisites:* Educ. 30, 31, 32; Home Ec. 21; Speech 15; and approval of department chairman.

41. General Methods of Teaching in the Elementary School. 5 hrs.
Methods of teaching the language arts, mathematics, and science are emphasized. Emphasis is placed on development of teaching aids, individualization of subject matter, and variety of teaching strategies. *Elementary Education Program, upper level.*

43. Methods and Materials of Teaching the Social Studies. 2 hrs.
A brief review of the content of the social studies taught in elementary grades correlated with the aims, methods, and devices for teaching this subject matter. *Prerequisites:* Education 2, 4, 5.

45. Curriculum of the Elementary School. 2 hrs.
To orient students to the basic theory related to the development of the curriculum of the elementary school. Units emphasize classroom management, statistics, testing and evaluation, reporting grades and non-promotion, records and register, school law and the elementary schedule. *Elementary Education Program, upper level.*

49. Student Teaching in the Elementary School. 3-8 hrs.
Teaching in the Elementary School under the supervision of a selected professional teacher. Total involvement in the school program is obtained by all-day assignment to the teaching responsibilities. Observations, reports, preparations of lesson plans, group and private conferences and analysis of child growth and development are stressed. *Elementary Education Program, upper level.*

60. Special Methods. 2 hrs.
Methods for teaching student's specialized teaching field are examined including basic content areas. Attention is given to lesson and unit planning with selection of appropriate age level materials. *Secondary Education Program, upper level.*

61. Principles and Methods of Teaching in Secondary Schools. 3 hrs.
A survey of the purposes and problems of secondary education combined with approved management techniques and teaching methods with emphasis on utilization of audio-visual aids. *Secondary Education Program, upper level.*

65. Curriculum of the Secondary School. 2 hrs.
The basic theory related to the development of the curriculum of the secondary school. The meaning of curriculum; purpose as a basis for developing curriculum; fundamental principles for teaching basic skills with special emphasis on teaching of reading; methods and procedures for organizing teaching-learning situations so that group control is established and maintained, and self-discipline on the part of the individual is fostered. *Secondary Education Program, upper level.*

66. Measurement and Evaluation. 2 hrs.
A course to familiarize the student with the various types of measures, and with the body of subject matter related to test construction; to enable the student to construct, administer and evaluate tests in his area of specialization; to acquaint the student with the history and development of testing, measurement and evaluation. *Secondary Education Program, upper level.*

69. Student Teaching in the Secondary School. 3-8 hrs.
Teaching in the Secondary School in one or more of the student's teaching fields. Total involvement in the school program is obtained by all-day assignment to the teaching responsibilities. Test examination, observations and reports, preparation of lesson plans, group and private conferences. *Secondary Education Program, upper level.*

71. Teaching for Human Services. 3 hrs.
Designed for business people, psychologists, nurses, etc., who have occasional need to instruct others, but do not plan to become certified teachers. Sociological, philosoph-

ical and psychological principles and methods of teaching five different age groups from very young children to adults. The class will participate in five separate teaching experiences from preparation to participation. *Prerequisite:* Knowledge of some content area and the desire to teach it.

80. Special Topics. **1-3 hrs.**
An examination of a selected topic. Initiated either from the special interest of the department members or in response to contemporary student interest.

81. Seminar. **1-3 hrs.**
Investigation of current problems in education. Open only to advanced students enrolled in the teacher education program.

82. Independent Study. **1-3 hrs.**
Directed readings and/or special projects in specialized areas of education. Open to selected Juniors and Seniors. Approval of professor and Chairman of Department required.

84. School Administration and Management. **2 hrs.**
The purpose of this course is to assist prospective and in-service teachers in understanding those relationships and responsibilities which extend beyond their classroom duties and are essential for successful teaching: teachers' relationships to the principal, the school board, the community; faculty relationships; school laws; schedules, programs, reports, salaries, and other statistics. *Prerequisites:* Educ. 2, 4, 5.

Teacher Education Programs

The following course of study is West Virginia Wesleyan's Teacher Education program for preparing elementary and secondary teachers.

Admission and Retention Policy:

Application for admission to the Teacher Education Program will be made while registered in Foundations of Education or during consultation with the chairperson of the Department of Education. After initial admission to the Program, continuous evaluation will take place until student applies for teacher certification. During the phases of the candidate selection and retention review, different means will be used to assure that all teacher education students meet the following five criteria:

1) No known physical, mental, moral, or emotional character or personality traits that would prevent the student from becoming an effective teacher,
2) Proven academic ability,
3) Interest and competency in activities relating to the teaching profession,
4) Proven ability in the basic skills of reading, writing and oral expression,
5) Demonstrated competency and scholarship in teaching specializations.

College faculty members may challenge, in writing, the admission and/or retention of a teacher education student based upon any of the above criteria. Eligibility for teacher certification requires:

1) No knowledge of character or personality deficiencies; no unresolved faculty challenges.
2) College graduation and 2.0 overall GPA.
3) Minimum grade of "C" in student teaching, 2.0 GPA in professional education courses and professional education courses attempted at Wesleyan, successful completion of NTE or equivalent, recommendation of Chairperson of Department of Education.
4) Proven ability in basic communication skills, acceptable score on Learning Center Basic Communication Skills Assessment, minimum grade of "C" in freshman English or Advanced Composition and all Speech courses attempted.

5) 2.0 GPA in teaching fields or Elementary Specialization, and in certificate endorsements.

Students may challenge action taken during any phase of the admission and retention program by appearing before an appropriate committee named and constituted by the Vice President for Academic Affairs. Request for such challenge should be submitted in writing to the Chairperson of the Department of Education. Action by such committee will be final.

Program Requirements:

Completion of either the Elementary Education or the Secondary Education Program leads to the Provisional Professional Teaching certificate. Certificate must be applied for. Both programs require 128 hour minimum for graduation.

Elementary Education 1-6 Program: Minimum hours required:

1) General Studies, 42 hrs. including: **Humanities,** 20 hr. min.: 8 hrs. Humanities electives, English 1, Speech 11, Philosophy elective, Religion elective; **Science & Math,** 9 hr. min.: Biology, Physical Science or Chemistry sequence and Mathematics 8 or 10; **Social Studies,** 9 hr. min.: History 22, Sociology 1, Economics 1; **P.E. and Health,** 4 hr. min.: General P.E. and Health 55.

2) Professional Education, 27 hrs., including: Educ. 2, 3, 4, 5, 8, 22, 41, 45, 49.

3) Elementary Education Specialization, 59 hrs.: Art 7, Physical Education 38, 52, 55, Educ. 11, 16, 17, Library Science 3, Mathematics 8, 10, Music 18, 19, Physical Science 3, 4, two Science electives, History 22, Sociology 1, Educ. 43, Econ. 1.

4) Electives: Enough to bring total to 128 hours.

*Note: Some of the Elementary Education requirements are overlapping, thereby allowing as many as 28 hours of the 128 total for electives. Students are urged to work closely with their advisors in planning schedules.

Secondary Education 7-12 Program: Minimum hours required:

I. General Studies, 42 hrs. including: **Humanities,** 20 hrs. min.: 8 hours Humanities electives, English 1, Speech 11, Religion elective, Philosophy elective; **Science and Math** 9 hrs. min.: Biology, Chemistry, or Physical Science sequence and Mathematics 8, 10, 13, or 20; **Social Studies,** 9 hr. min.: History 2 or 22 and electives from two fields — Economics, Government, Anthropology, Sociology or Psychology; **P.E. and Health,** 4 hr. min.: General P.E. and Health 50 or 55.

II. Professional Education, 28 hrs., including: Education 2, 3, 4, 5, 8, 15, 60 (where applicable), 61, 65, 66, 69.

III. Teaching Fields: Two single teaching fields (one from 7-12 or K-12) or one comprehensive teaching field required.

IV. Electives: Enough hours to bring total to 128 hours.

Certification Requirements

Each student must make formal application for a Teacher's Certificate on forms supplied by the State Department of Education in the state where certification is desired. It is recommended that all successful teacher education students apply for West Virginia certification immediately upon graduation. Allow 8 to 10 weeks for processing of your application. For best service, submit application for certification through Registrar's office.

The National Teachers Examination (NTE) is required of all seniors in teacher education and must be taken when scheduled.

Endorsements to the Elementary Teaching Certificate, grades 1-6, may be earned in the following fields: Art 4-8, Early Education N-K, French 4-8, Home Economics 4-8, Mathematics 4-8, Physical Education 4-8, Special Education (MR) K-12.

Endorsements to the Secondary Teaching Certificate, grades 7-12 may be earned in 7-12 single teaching fields, K-12 single teaching fields except Special Education (MR), 7-9 single teaching fields, 7-12 comprehensive teaching fields, and K-12 comprehensive teaching fields. Except in the case of a comprehensive teaching field, two teaching fields are required and only one of them may be a 7-9 field.

Elementary Education Minors

All elementary education certification endorsement programs are available as college minors for Elementary Education majors, as well as all college academic

minors. Even though the minor is not required of an Elementary Education major, it may enhance employment opportunities. Two kinds of minors are available:

I. Elementary Certificate Minors

ART 4-8 — Art 2, 3, 5, 8, 9, 23, 24, 30 (25 hours total)

EARLY EDUCATION N-K — Home Ec. 21; Educ. 30, 31, 32, 39; Speech 15 (18 hours total)

FRENCH 4-8 — French 1, 2, 10, 11, 20, 21 (18 hours total)

HOME ECONOMICS 4-8 — Home Ec. 20, 21, 30, 31, 40, 41, 45, 52, 53; Educ. 81 (27 hours total)

MATHEMATICS 4-8 — Math 8, 10, 13, 20, 25, 45; Ed. 60 (21 hours total)

PHYSICAL EDUCATION 4-8 — P.E. 1 (swimming), P.E. 1 (tumbling-gymnastics), P.E. 12, 20, 31, 32, 33, 34, 38, 52 (27 hours total)

SPECIAL EDUCATION, MENTAL RETARDATION K-12 — Educ. 23, 24, 25, 26, 27, 28, 29 (21 hours total)

II. Elementary Noncertificate Minors

TEACHING OF READING K-12 — Educ. 11, 15, 16, 17, 18; Lib. Sci. 3 (15 hours total)

Other academic minors listed elsewhere in catalog.

Secondary Teaching Fields

One comprehensive or two single teaching fields required. Only one single teaching field may be a 7-9 field.

Comprehensive 7-12

BUSINESS EDUCATION 7-12 — Bus. 1, 13, 14, 21, 22, 40, 45, 46, 49, 50, 56, 60, 70; Eco. 10, 11, 60; Ed. 60; Business elective (49 hours total)

VOCATIONAL HOME ECONOMICS 7-12 — Home Ec. 1, 2, 20, 21, 30, 31, 32, 33, 40, 41, 45, 50, 51, 52, 53, 54, 56; Business 11; Sociology 25; Education 60 (52 hours total)

SOCIAL STUDIES 7-12 — Eco. 1, 10, 11; Gov. 1, 2; Hist. 1, 2, 8, 21, 22, 41; Psy. 1, 6; Soc. 1, 2; Ed. 60; six hours Social Science electives (53 hours total)

Comprehensive K-12

ART K-12 — Art 2, 4, 5, 6, 8, 9, 10, 23, 24, 30, 31 plus seven hours electives from Art 1, 3, 12, 14, 15, 18, 19, 21, 22, 25 (42 hours total)

MUSIC K-12 — Music 1, 2, 6 and 7 (non-voice majors), 8, 9, 10, 11, 12, 13, 14, 17 (voice majors), 20, 21, 22, 26, 27, 28, 41, 42, 49, 51-65 (attainment of level 8, up to 14 hours) non-keyboard majors, piano proficiency level 2 (up to 3 hrs.) ensemble (4 credits min.) (55-60 hours plus attainment levels)

Single 7-12

ART 7-12 — Art 2, 4, 5, 8, 9, 10, 23, 24, 31 plus elective (31 hours total)

BUSINESS PRINCIPLES 7-12 — Bus. 1, 13, 14, 21, 22, 40, 49, 50, 56, 70; Eco. 10, 11; Education 60 (35 hours total)

BUSINESS, SECRETARIAL STUDIES 7-12 — Bus. 1, 13, 14, 21, 22, 40, 45, 46, 49, 50, 56; Ed. 60; Business elective (35 hours total)

ENGLISH 7-12 — Eng. 1, 11, 13, 14, 15, 16, 17, 18, 21 or 22 or 23, 32 or 33; Ed. 60; Speech 11; Eng. elective (37 hours total)

FRENCH 7-12 — French 1, 2, 10, 11, 20, 21, 30, 31, 40 (6 hrs.); Ed. 60 (32 hours total)

MATHEMATICS 7-12 — Mathematics 5, 6, 10, 13, 20, 21, 25, 34, 40, 45, 48; Ed. 60 (34 hours total)

PHYSICAL EDUCATION 7-12 — P.E. 1 (swimming), P.E. 1 (tumbling-gymnastics), P.E. 12, 14, 20, 24, 31, 32, 33, 34, 39; Health 52, 55 (33 hours total plus swimming proficiency)

SCIENCE, BIOLOGY 7-12 — Bio. 1, 2, 3, 4; Ed. 60, (18 hours) plus 8 hours from Bio. 9, 10, 11, 13, 14, 21, 22, 23, 24, 31, 32, 33, 34, 35, 36, 41, 42, 51, 52 (26 hours total)

SCIENCE, CHEMISTRY 7-12 — Chem. 1, 2, 21, 22, 25, 27, 45, 46; Ed. 60 (28 hours total)

SCIENCE, GENERAL 7-12 — Bio. 1, 2; Chem. 1, 2; Phy. Sci. 5, 7, 11, 12, 43; Ed. 60 (32 hours total)

SCIENCE, PHYSICS 7-12 — Physics 11, 12, 21, 22, 23, 24, 31, 35, 36; Ed. 60 (27 hours total)

Single K-12

HEALTH EDUCATION K-12 — P.E. 10, 11, 12; Health 50, 52, 55, 57, 58 for 1st teaching field;

Bio. 1 or 7; Home Ec. 20; Psych. 3 (29 hours total)

PHYSICAL EDUCATION K-12 — P.E. 1 (swimming), P.E. 1 (tumbling-gymnastics), P.E. 10, 11, 12, 14, 20, 24, 26, 31, 32, 33, 34, 38, 39, 52, 55 (44 hours total plus swimming proficiency)

SCHOOL LIBRARY MEDIA K-12 — Lib. Sci. 1, 3, 4, 7, 8, 11, 12, 21, 22, 31, 32; Ed. 10 (30 hours total)

Single 7-9

FRENCH 7-9 — French 1, 2, 10, 11, 20, 21, plus 6 hours electives (24 hours total)

HOME ECONOMICS 7-9 — Home Ec. 2, 20, 21, 30, 31, 40, 41, 45, 52, 53 (28 hours total)

MATHEMATICS 7-9 — Mathematics 5, 6, 8, 10, 13, 20, 21, 25, 45; Ed. 60 (28 hours total)

PHYSICAL EDUCATION 7-9 — P.E. 1 (swimming), P.E. 1 (tumbling-gymnastics), P.E. 12, 20, 31, 32, 33, 34, 39, 52 (26 hours total plus swimming proficiency)

Secondary Minors available that do not comprise teaching fields:

TEACHING OF READING K-12 — Educ. 11, 15, 16, 17, 18; Lib. Sci. 3 (15 hours total)

Other academic minors listed elsewhere.

Graduate Programs in Teaching

The Master's degree is available for elementary teachers with a major emphasis in classroom teaching and for secondary teachers with a major emphasis in classroom teaching in one of the following areas: Art, Business, English, Health Education, Home Economics, Mathematics, Music, Physical Education, Science (Biology, Chemistry, General Science, or Physics), and Speech Communication and Dramatic Arts.

Information is available in the Graduate Handbook.

Admission:

Admission to graduate courses: Any student in possession of an earned bachelor's degree may register for graduate course work in the program.

Admission to candidacy: The Graduate Committee considers applications for admission to candidacy made through the Admissions Office based upon submission of the following credentials:

1) Valid teaching certificate in the area of major emphasis.

2) One year's teaching experience.

3) Miller's Analogy results.

4) Undergraduate G.P.A.

5) Official undergraduate and graduate transcripts.

6) Application for Admission to candidacy.

7) Degree Plan.

Academic Regulations:

1) No more than 12 hours ("B" or above) of applicable graduate credit may be accepted upon admission to candidacy, including transfer and Wesleyan credit. Graduate transfer work must be deemed appropriate to the graduate student's degree plan and have been completed within seven years of the candidate's enrollment in his/her first graduate course at Wesleyan.

2) A minimum of 3.0 ("B" average) is required for graduate students. Grades below "C" may not be counted toward the degree.

3) A student not admitted to candidacy based upon a review of the required credentials may reapply after completion of 9 to 12 successful hours of

Wesleyan graduate credit with grades of "B" or better.

4) If a graduate student falls below a 3.0 ("B" average) in the areas of Professional Development, Major Emphasis or overall graduate course work, he/she will lose status as a degree candidate.

5) A student who has been removed from candidacy for any reason may apply for candidacy after two consecutive semesters or one full summer.

Advisors:

Each person admitted to the program will be assigned an advisor in the Department of Education. Admission to the program implies admission to Plan I. Admission to Plan II requires acceptance of a proposal after completion of Educ. 500 and Educ. 501.

Graduation Requirements:

Plan I — minimum of 33 hours

1. Professional Development ..... 9 hours
*2. Major Emphasis ..... 15 hours
*3. Electives or Thesis and Elective . 9 hours
4. One year of satisfactory teaching experience
5. Intent to graduate filed one semester prior to graduation

Plan II — minimum of 33 hours

1. Professional Development ..... 9 hours
*2. Field Project ..... 6-12 hours
*3. Thesis or creative project ..... 3-6 hours
*4. Sufficient credits of course work to total ..... 33 hours
5. Intent to graduate filed one semester prior to graduation

Professional Development (9 hours Plan I and II)

1) Curriculum Development ..... 3 hours
2) Analysis of Teaching ..... 3 hours
3) Educational Research ..... 3 hours

Major Emphasis (15 hours in Plan I; varies in Plan II)

1. Elementary Teachers emphasis in Classroom Teaching
   A. Prescriptive Reading ..... 3 hours
   B. Teaching Elementary School Science . 3 hours
   C. Teaching Elementary School Mathematics ..... 3 hours
   *D. Electives from academic courses .... 6 hours

*advisor's approval required

*2. Secondary Teachers emphasis in Classroom Teaching, 15 hours from one of the following areas:
   A. Art
   B. Biology
   C. Business
   D. Chemistry
   E. English
   F. Home Economics
   G. Social Studies
   H. Mathematics
   I. Music
   J. Physical Science
   K. Speech Communication and Dramatic Arts
   L. Health and Physical Education

Electives (9 hours in Plan I; varies in Plan II)

*1. Education courses
   or
*2. In addition to Education electives, upper level electives may be chosen from the following areas as long as only one course is taken in each area and they are not in the Major Emphasis:
   A. Computer Science
   B. Accounting
   C. Philosophy
   D. Psychology
   E. Religion
   F. Sociology
   G. Economics
   H. Government

***Thesis (6 hours)**

***Field Project (6 hours each semester for a total of 12 hours)**

***Creative Project (3 hours)**

Master's Degree with an Emphasis in Conducting (33 hr. min.)

The program is designed to enlarge and deepen the ability of the individual student in terms of deciding upon music to perform, preparing music himself in relation to structure and style, rehearsing the music with the group involved so that the process is one of growth for both the students and the conductor, and conducting a high quality performance. A placement exam will be administered at the beginning of the student's matriculation. Curriculum includes Educ. 500, 501, 502, and the following Music courses taken at the graduate level: Music 70, 71, 72, 73, 74, 75, 76, 77. (See Music Department listings.)

*advisor's approval required

Graduate Courses

Undergraduate courses approved by advisor and accompanied by a graduate project supervised by the Department of Education may be taken for graduate credit. Grade of incomplete will be recorded for the course until graduate project director records the satisfactory completion of the graduate project.

500. Curriculum Development. 3 hrs.
Provides the experienced teacher with an opportunity to develop and analyze short and long-term curriculum plans utilizing current learning theories and patterns of curriculum organization.

501. Educational Research. 3 hrs.
Explains various theories involved in scientific method and the research techniques employed in educational investigations.

502. Analysis Of Teaching. 3 hrs.
Provides experienced teachers an opportunity for investigating and analyzing roles, styles, strategies, methods, and models of teaching.

510. Prescriptive Reading. 3 hrs.
Acquaints the student with methods, materials, and research related to techniques of teaching reading, diagnosing problems and developing prescriptive techniques.

511. Teaching Elementary School Mathematics. 3 hrs.
Presents content, methodology and instructional materials for a contemporary elementary school mathematics program. Stresses use of learning theories and deals with motivation, readiness, evaluation, and individual differences in selecting, organizing, and presenting mathematical content for elementary children.

512. Teaching Elementary School Science. 3 hrs.
Explores the objectives, methods, and instructional emphases of elementary school science. Stresses study and application of various learning theories.

520. Developmental Field Project. 3 hrs.
On-the-job development of curriculum, teaching methods, and/or learning materials. *Prerequisites:* Educ. 501 and approval of graduate committee.

521. Implementation Field Project. 3 hrs.
On-the-job application of curriculum, teaching methods, and/or learning materials. *Prerequisites:* Educ. 501 and approval of graduate committee.

522. Advanced Developmental Field Project. 3 hrs.
On-the-job refinement of curriculum, teaching methods, and/or learning materials developed in Educ. 520; or redirection of developmental efforts. Advanced Field Project is considered incomplete until creative project or thesis is completed within a maximum of one year. *Prerequisites:* Educ. 520 and approval of graduate committee.

523. Advanced Implementation Field Project. 3 hrs.
On-the-job application of refined or redirected developmental efforts. Advanced field project is considered incomplete until creative project or thesis is completed within a maximum of one year. *Prerequisites:* Educ. 521 and approval of graduate committee.

524. Creative Project. 3 hrs.
Ordinarily will involve a proposal, defense, implementation, and summary of results in a presentation suitable for Library shelving containing a combination of several of the following: written report, computerized document, learning center product, audio or visual aids. The project usually will take the form of a detailed documentary of Educ. 523, or refinement and/or expansion of Educ. 522.

525. Thesis. 3 hrs.
Proposal and defense of thesis, including review of the literature. *Prerequisites:* Educ. 501 and approval of graduate committee.

526. Thesis. 3 hrs.
Thesis completed, accepted by thesis committee, and bound for Library files. *Prerequisites:* Educ. 525 and approval of graduate committee.

580. Special Topics. 1-3 hrs.
An examination of a selected topic. Initiated either from the special interest of the department members or in response to current student interest.

English

Baldwin, M. DeFoe, Mallory, O'Brien

The Department of English believes that literature should be an integral part of every student's program. In its curriculum listings, the department provides literary experiences suitable to the needs of all students. Central to the program are the "colloquium" and "seminar" concepts where both students and teachers can design courses to meet their mutual needs and interests. Non-majors, as well as majors, are encouraged to participate and will benefit from this flexible program.

The department aims are broadly cultural and are intended for persons who wish contact with the world of experiences, ideas, and human relations. The courses are directed toward the student in liberal arts as well as those interested in graduate school and teaching. Concentration in specialized areas is possible for upperclassmen through a variety of seminars and reading courses which offer close contact with professors.

Requirement for Major:

36 semester hours above basic composition course(s) including the following courses: 13, 14, 15, 16, 31 or 34, 32 or 33, plus any two of the following courses: 17, 18, 21, 22, 23. Dramatic Arts 30, 31 and 32 may be counted toward this major.

Students majoring in English preparing for graduate study should substitute 12 semester hours of a foreign language for 12 semester hours of elective courses in literature.

Requirement for Minor:

15 semester hours above basic composition course(s) including 13 or 14, and 15 or 16.

1. Composition. **3 hrs.**
A course for students who need practice in the basic skills of grammar and composition. The principles of composition and grammatical construction are explored thoroughly. The student's system of organization and method of composition are developed. *(May be exempted through testing procedures).*

4. Introduction to Creative Writing. **3 hrs.**
An introductory course which encourages the student to understand the principles of creative writing and to explore several modes of writing — poetry, fiction, drama. Students consider works by masters of the craft and complete several writing assignments. Also, students submit their own work for review by class members and the instructor. *Prerequisite:* English 1.

6, 7, 8. Colloquia I, II, III. **Each 2 or 3 hrs.**
Exploration of significant themes, ideas, literary types, and major writers, designed for the general student with emphasis on reading critically different genres in literature. Includes such titles as "Epic Poetry," "The Hero and the Anti-Hero," "Appalachian Folklore," "Introduction to Literature," "Women in Literature," "The Short Story," and "History of the English Language." Student suggestions for the design of colloquia are welcomed by the department. *Prerequisite:* English 1, freshmen and sophomores; juniors and seniors by permission of instructor only.

9. Mass Communications — Journalism. **3 hrs.**
A basic introduction to radio, TV, and the philosophy of communication with major emphasis on print media journalism and its role in American society. The course is designed as a survey to include the development, operation and responsibility of the modern communications media. The course gives the student an awareness of the various phases of journalistic work with practice in the fundamentals.

11. Advanced Composition. **3 hrs.**
Advanced study in the English language, its logic, structures, and usage. Practice in the art of composition and its implications in research and report writing are explored thoroughly. *Prerequisite:* English 1 or permission of the instructor.

12. Creative Writing. **3 hrs.**
An informal workshop course which enables the student to concentrate on one particular genre and to write extensively in that genre. The course develops expertise in writing and critical ability and provides an audience for the writer's work. *Prerequisite:* English 4 or instructor's permission.

13, 14. England, The Heritage I, II. **Each 3 hrs.**
The first semester explores representative works of early English literature through the eighteenth century with their social and historical backgrounds. The second semester studies representative works and ideas in English literature from the Romantic period to modern times. *Prerequisite:* English 1.

15, 16. America, Our Heritage I, II. **Each 3 hrs.**
The first semester explores the works and backgrounds of American writers and thinkers to 1850, through extensive readings in authors whose works have influenced later American literature and social thought. The second semester examines major trends and themes in American literature since 1850. *Prerequisite:* English 1.

17, 18. World Masterpieces I, II. **Each 3 hrs.**
The course introduces the student to the masterpieces of literature. Readings in Homer, Greek drama, Virgil, Dante, and representative works of later European writers, will be supplemented by lectures on literary forms and periods. *Prerequisite:* English 1.

21. Eighteenth Century British Literature: Man in Nature and Society. **3 hrs.**
The literature of England in the eighteenth century, with

special emphasis on the prominent authors and dominant literary forms (excluding the novel) of the neoclassical tradition. *Prerequisite:* English 1 and English 13 or instructor's permission.

22. Nineteenth Century British Literature: Romanticism **3 hrs.**
An intensive study of the representative works of the Romantic period. Special attention to the historical, cultural, and intellectual backgrounds of the literary theory. *Prerequisite:* English 1 and English 14 or instructor's permission.

23. Nineteenth Century British Literature: Victorianism **3 hrs.**
A study of the major poets and prose writers of the Victorian period with consideration of their reaction to the social, economic, political and aesthetic problems of the nineteenth century. *Prerequisite:* English 1 and English 14 or instructor's permission.

27. Novel. **3 or 4 hrs.**
A study of representative novels illustrating the development and relevance of form, theme, and historical significance in literature. *Prerequisite:* English 1.

31. Chaucer. **3 hrs.**
The poetry of Chaucer as it developed from Middle English literature under the influence of the French and Italian Renaissance. Readings in Chaucer will be supplemented by class discussion and lectures on the religious and social backgrounds of the period. *Prerequisites:* English 1 and English 13 or instructor's permission.

32, 33. Shakespeare I, II. **Each 3 hrs.**
A study of representative plays: comedies and histories during the first semester, tragedies during the second, against the background of the Elizabethan age. *Prerequisite:* English 1.

34. Milton. **3 hrs.**
A study of the prose and poetry of Milton as an expression of his age. Consideration is also given to the other authors of the early seventeenth century with emphasis on their relation together with the works of Milton. *Prerequisite:* English 1.

35. Literary Criticism. **2 hrs.**
A study of the major critical theories and their application. *Prerequisite:* English 1.

36. Twentieth Century Poetry. **3 hrs.**
Significant poetry of the twentieth century is read and carefully evaluated to introduce the student to the leading poets and forms of poetry in our time. *Prerequisite:* English 1.

37. Twentieth Century Prose. **3 hrs.**
This course is designed to acquaint the student, through detailed study, with the themes, styles, and authors of the twentieth century with emphasis on contemporary writers. *Prerequisite:* English 1.

41, 42, 43, 44. Seminars in Literature I, II, III, IV. **Each 3 hrs.**
Selected studies and special topics in American, English and World literature. Each semester considers a special problem or an important literary movement not covered within the contents of regular course offerings. *Prerequisite:* Advisable to have had three courses in literature above English 1.

47, 48, 49. Readings in Literature I, II, III. **Each 1-3 hrs.**
A senior student may study special topics or periods in English, American and World literature under the direction of a faculty member of the department. The project and its credits must be approved by the instructor and the department chairperson. *Prerequisites:* A grade point average of at least 3.0 is desired and 18 hours in English above 1, or permission of the instructor.

Government

F. Curry

The undergraduate degree in government provides a suitable foundation for the student who wishes to obtain an advanced degree in political science, public administration, and other disciplines within the social sciences. The pursuit of a future degree in Law is another frequent goal of the undergraduate major.

The degree in government can lead to possible employment opportunities in: government service with local, state, and national agencies; diplomatic service careers; positions with organizations conducting research; positions in organizations engaged in planning activities at the local, state, regional, and national levels; careers in journalism and in specialized writing and editing; and, in the area of politics, the holding of elective or appointive office and positions with full-time professional campaign organizations.

Requirement for Major:

24 hours in the department.

Requirement for Minor:

15 hours in the department.

1. American Federalism. **3 hrs.**
An analysis of the interaction of citizens and institutions of the United States in the formation, implementation, and adjudication of public policy at the national level.

2. State and Local Government. **3 hrs.**
A comparative analysis of governments on the local, county, and state levels in the United States, and their interrelationship in the American Federal System.

5. Contemporary Political Science. **3 hrs.**
A general introduction to the discipline of political science. *Offered in alternate years.*

10. Public Administration. **3 hrs.**
A study of the theory and practice of public administration in the United States — national, state and local.

15. Constitutional Law. **3 hrs.**
A course in the legal principles of the Constitution of the United States as interpreted by the courts. The case method is used. *Prerequisite:* Upper level standing. *Offered in alternate years.*

16. Criminal Justice, System and Process. **3 hrs.**
An analysis of the structure and functions of the American system of criminal justice. Levels of analysis will include the national, state, and local components. Institutions considered will include law enforcement, judiciary, corrections and probations. In addition, the course will introduce students to the methods and insights provided by "judicial behavioralism."

20, 21. Comparative Developed States. **Each 3 hrs.**
A comparative examination of government and politics in selected countries and areas which are generally considered to have high levels of political and economic development, such as England, France, Germany, and the Soviet Union. *Offered in alternate years.*

22, 23. Comparative Developing States. **Each 3 hrs.**
A comparative examination of the institutions and processes of government and society in selected developing countries and areas, such as India, Southeast Asia, Africa and Latin America. *Offered in alternate years.*

25. International Organization. **3 hrs.**
International organization as a system of institutions for promoting peace and welfare in a world of sovereign states; the evolution of the United Nations from the League of Nations and other historical predecessors; principles, structure, methods and operation of the United Nations and other selected governmental international institutions. *Offered in alternate years.*

27. International Relations I. **3 hrs.**
Formulation and execution of foreign policy with emphasis on American foreign policy; policy-making processes; main lines of foreign policy since 1945; relationships with the Soviet Union, Europe, China and the "third world."

28. International Relations II. **3 hrs.**
Theory of international relations; basic factors affecting the position and policies of states, such as geography and demography; nationalism; imperialism; technological and economic factors; conflicting ideologies; instruments of foreign policy, such as diplomacy, propaganda, military power and economic and military assistance; international law and international organization.

30, 31. Political Theory. **Each 3 hrs.**
Reading, discussion and analysis of selected political and social theories from ancient times to the present. *Prerequisite:* Upper level standing. *Offered in alternate years.*

40. Seminar-Research in Political Problems. **1-6 hrs.**
Subject to the approval of the department chairman, open to students who are qualified to do independent research. *Prerequisite:* Upper level standing.

Health and Physical Education

Braine, K. Carpenter, Ellis, Haas, T. Martin, Myers, Ramsey, Ross, Smith

The Department of Health and Physical Education offers opportunities of study and activity for all students of the College and specialized programs for persons seeking certification to teach either Health or Physical Education or to major in Physical Education.

Physical Education

The Physical Education program is designed to 1) provide instruction in leisure time skills in activity classes which teach history, rules, strategies, and fundamental skills to all students who have a continuing interest in sports and recreational activities; 2) provide instruction, guidelines, facilities, and equipment to contribute to development of physical fitness; 3) provide programs with the Department of Education for certification of Physical Education teachers; 4) provide an intramural athletic sports program for participation of all interested students; 5) provide opportunity for the desirable manifestation of the play urge; 6) contribute to emotional stability by offering activities which can provide a wholesome outlet for the satisfaction of the psychological needs of students; 7) provide instruction in various team and individual sports for students who plan coaching careers; and 8) provide instruction for students interested in athletic training.

Requirement for Major:

If in Teacher Education, student MUST consult advisor.

Non-Teacher Education Major:

1 semester Laboratory Science (3-4 hours)
Course 1 - Swimming or proficiency test
Course 10, 11, 12, 14, 20, 24, 26, 31, 32, 33, 34, 50, 52, 55.

Requirements for Minor:

1 semester Laboratory Science (3-4 hours)
Course 10, 12, 20, 31, 32, 52

1. Physical Education Activity. **1 hr.**
An introduction to fundamental rules, techniques and skills in any one of the following activities. *Team games:* Basketball, Volleyball, Soccer, Hockey. *Individual Sports:* Golf, Tennis, Archery, Bowling, Swimming, Handball, Racquetball, Squash. *Dance Activities:* Ballroom Dance, Modern Dance, Folk Dance, Square Dance. *Other Activities:* Tumbling, Gymnastics, Body Building, Horsemanship, Martial Arts, and Jogging. No more than four activity credits may count toward graduation.

4. Exercise and Weight Control. **3 hrs.**
Identification of health and fitness status, suitable nutrition and exercise programs, calorie needs at various ages. Course entails both class work and physical activity. *One credit may count for activities requirement.*

5. Movement. **3 hrs.**
An introduction to the fundamentals of efficient movement. Designed to develop physical self-awareness and an understanding of how the body works and moves.

6. Sport Injury Control and Management. **2 hrs.**
A course designed to provide basic knowledge and skills that aid in the prevention and treatment of injuries common in athletics.

7. Advanced Sports Training. **3 hrs.**
This course is designed to establish competence in three key areas of athletic health care: supervision of safety and preventive procedures, mechanisms and kinesiological analysis of athletic injuries, and treatment of injuries in specific areas.

10. Anatomy and Physiology I. **3 hrs.**
The structure and function of the human organism. Major topics will include skeletal anatomy and function, muscular structure and function, the molecular basis of cell physiology and the nervous system.

11. Anatomy and Physiology II. **3 hrs.**
A continuation of 10 emphasizing the following systems: cardiovascular, respiratory, gastrointestinal, renal, endocrine and reproductive. *Prerequisite:* Physical Education 10.

12. Exercise Physiology. **3 hrs.**
The course deals with the physiological effects of exercise on the human body; areas of interest include concepts of physical fitness, fatigue, weight control, nutrition, environmental stresses and review of the latest research in human performance. *Prerequisite:* Physical Education 10, 11.

14. Kinesiology. 3 hrs.
A study of the principal muscles of the human body, how the muscles work together to perform with ease and efficiency, the basic motor skills, and the study of prevention and correction of certain posture defects. *Prerequisite:* Physical Education 12.

19. Motor Learning and Evaluation. 3 hrs.
Introduction to motor learning and skilled performance, learning theories, models of skill acquisition, statistical methods, and fitness and performance measurement. *Prerequisite:* Upperclass standing in physical education, rehabilitation or allied field.

20. Principles, Organization and Administration of Health, Physical Education and Athletics. 3 hrs.
A study of the problems confronting teachers, coaches, principals, and supervisors in physical education and athletic programs of the public schools. A development of the understanding of basic physical education and athletic principles on which decisions can be made relative to problems teachers and coaches may encounter.

22. Recreation Leadership. 3 hrs.
An introduction to the organization and administration of playgrounds, swimming areas, camps, and the development of leadership in recreation.

24. Adapted Physical Education. 2 hrs.
A study of the adapted physical education program within the school curriculum with emphasis on development of individual programs for exceptional children. *Prerequisite:* Physical Education 14.

26. Elementary Rhythms and Movement. 2 hrs.
An introduction to a study of basic movement skills, movement exploration, singing games, folk dancing, and social dancing, as they apply to the elementary physical education program. Emphasis on planning and conducting the activities.

31. Physical Education Major I. 3 hrs.
Introduction to physical education, including movement, fitness, conditioning, and measurement. An in-depth study of track and softball with emphasis on physical education fundamentals, basic coaching, choice and care of equipment.

32. Physical Education Major II. 3 hrs.
An in-depth study of field hockey, football, racket sports and swimming with emphasis on physical education fundamentals, basic coaching, choice and care of materials and equipment. *Prerequisite:* Physical Education 31.

33. Physical Education Major III. 3 hrs.
An in-depth study of basketball, wrestling, folk dance and modern dance with emphasis on physical education fundamentals, basic coaching, choice and care of materials and equipment. *Prerequisite:* Physical Education 32.

34. Physical Education Major IV. 3 hrs.
An in-depth study of soccer, volleyball, archery, golf, and bowling with emphasis on physical education fundamentals, basic coaching, choice and care of equipment. *Prerequisite:* Physical Education 33.

38. Methods of Physical Education in Elementary Schools. 3 hrs.
This course is designed to help develop a philosophy, objectives, activities, program-planning and evaluation for a functional and meaningful program in elementary school physical education. *Prerequisite:* Junior or Senior standing.

39. Methods of Physical Education in Secondary Schools. 3 hrs.
Philosophy, objectives, activities, equipment, program-planning, measurement and evaluation procedures for a functional program in secondary school physical education. *Prerequisite:* Junior or Senior standing.

41, 42. Team Sports (Men). Each 3 hrs.
A clinical analysis of coaching sports at the varsity level. The course is intended for future coaches and includes philosophy, code of ethics, rules, and skills of football and track (41) or basketball and baseball (42).

43. Team Sports (Women). 3 hrs.
A study of techniques, methodology, organization, officiating, and related problems in teaching and coaching field hockey, volleyball, basketball, softball and track.

45, 46. Officiating (Men). Each 1 hr.
Introducing the techniques and mechanics of officiating football and track (45) or basketball and baseball (46), including principles and interpretation of rules. State officiating test and supervised practice in the above sports.

48. Extracurricular Activities. 3 hrs.
Analysis of the objectives, contributions, values, relationships, organization and administration of the following extracurricular activities: coaching, cheerleading, intramurals, sports organizations, dance groups, special programs.

49. Special Topics. 1-3 hrs.
Classes or seminars on selected topics in the field of health and physical education. The subject matter will vary from year to year according to current faculty and student interest. *Prerequisite:* Permission of the instructor.

Health

The Health Education program is designed to 1) provide programs with the Department of Education for the certification of health teachers; 2) provide courses that teach that health is not a static condition but an ongoing process of learning, decision making and action; 3) provide accurate up-to-date information in areas of interpersonal relationships, coping strategies, sexuality, nutrition, medical care, health products and services, common diseases, environment factors and community health; 4) provide an understanding of the decision-making skills that the student will need to direct his own health behavior; 5) stimulate students' exploration of attitudes and feelings affecting health; 6) emphasize the social, emotional and behavioral aspects of health; 7) convey that health is not an end in itself but a means of achieving and enjoying a satisfactory total life; and 8) emphasize that health education should be an integral part of every student's education.

Students seeking a teaching field in Health MUST consult faculty advisor. The outline of the program appears in the catalog under Teacher Education.

50. Personal and Community Health. **2 hrs.**
An introductory course designed to help the student acquire the information, attitudes, and habits essential to healthful living. An introduction to the prevention of disease, sanitation, food regulations and supply, housing, etc.

52. First Aid and Safety. **3 hrs.**
An introduction to the principles and practice of safety in schools, homes, and on the streets and highways, and the ability to take care of oneself and others in case of emergency.

55. School Health Problems. **2 hrs.**
Problems involved in school health programs including methods and materials for health instruction in elementary and secondary schools.

57. Health Education Seminar. **1 hr.**
An in-depth study of health education on the local, state, national, and international level.

58. Methods of Teaching Health. **3 hrs.**
This course is designed for prospective teachers, giving them the opportunity to evaluate various health teaching methods. The course is also designed to aid the student in measurement and evaluation procedures. *Prerequisite:* Junior or Senior standing.

History

H. Coston, Hunt, B. Martin, Peterson, Sharpe

Requirement for History Major:

30 semester hours taken in the department. The course offerings are given in three fields — United States, European, and Non-Western — with a minimum of six hours required in each of the three fields. The courses taken in each field must cover both early and modern time periods. This may be achieved in a variety of ways, depending upon the degree of concentration the student desires in each field and time. The following are the options for fulfilling these requirements:

For Early U.S., Hist. 1.
For Modern U.S., either Hist. 2 or Hist. 5, 6.
For Early Europe, Hist. 21.
For Modern Europe, either Hist. 22 or Hist. 34, 35.
For Early Non-West, Hist. 41.
For Modern Non-West, any remaining Non-Western History.

History majors are urged to take Philosophy 30 (Philosophy of History) and at least six hours of a foreign language.

Students with high school grades of "A" or "B" in American History or Western Civilization are urged to consider establishing credit by examination for one or more of the survey courses 1, 2 or 22. The exams are prepared by the College Level Examination Program (CLEP). Reading suggestions are available in the department to aid in preparing for the exams. A passing grade permits the student to go at once into advanced courses in U.S. or European history. No more than six hours of exam credit can be applied toward a major.

Requirement for Minor:

15 semester hours including the specified hours in each of two fields. The student will elect additional hours to complete the fifteen-hour minor. No more than three hours of exam credit can be applied toward a minor.

United States History

1, 2. History of the United States. Each 3 hrs.
A survey of the history of the United States from the discovery of America to date. Emphasis on social, political, and economic developments.

3. Foundations of American History, 1607-1860. 3 hrs.
A problems approach to the study of political, social, economic, and cultural aspects of American civilization. The course will be set in the context of American history during the colonial, revolutionary, and early nation periods. *Prerequisite:* History 1 or permission of instructor.

5. Civil War and Reconstruction. 3 hrs.
An analytical study of the social forces, events and personalities involved in the disruption of the Union, and its reconstruction (from 1840 to 1876). *Not open to freshmen.*

6. Recent History of the United States. 3 hrs.
An analysis of American society emphasizing the role of leadership, policy-making, and events of our foreign and domestic involvements since 1933. *Not open to freshmen.*

8. West Virginia: the Mining State. 3 hrs.
A study of the coal industry and its economic, social, and political influence on the history of West Virginia designed for teachers of Social Science and individuals interested in the affairs of this state and its region.

9. Intellectual History of the United States. 3 hrs.
An investigation into patterns of American thought from Puritan times to the present. Areas covered include Puritanism, the Enlightenment, Democratic Social Thought, the Frontier, Romanticism, Reform, Naturalism, Naturalistic Thought, Progressivism, the Depression and New Deal, and developments since 1945. *Not open to freshmen.*

11. Minorities in an Urban Society. 3 hrs.
A study of the life and character of racial and ethnic groups such as Black, Indian and Oriental Americans in the United States as it changed from an agrarian to an industrial culture.

12. Makers of the Modern World. 2 hrs.
Representative U.S. and European leaders studied as persons in the context of their times. Selected biographies are read for class discussion, and individual outside readings are also developed with the approval of the instructor. *Not open to freshmen.*

13. History of American Labor. 3 hrs.
A study of the forces which influenced the rise of labor, the history, objectives and methods of organized labor; trade and industrial unionism; collective bargaining; current aspects of labor-management and labor-government relations; labor law. Colonial times to the present with emphasis on late 19th Century, the depression, and the present. Case studies and outside consultants. *Not open to freshmen except with permission of instructor.*

European History

21. History of Western Civilization I. 3 hrs.
Survey of Western Civilization from beginning to the close of the religious wars of the Reformation. Concentration on its political, social, economic, intellectual and artistic aspects for an understanding of world civilization today.

22. History of Western Civilization II. 3 hrs.
Survey of Western Civilization from close of the sixteenth century to the nuclear age. Concentration on its various aspects as in 21.

23. Ancient History. 3 hrs.
A study and comparison of the classical age of Greece (especially the Age of Pericles) and of Rome (especially the Age of Augustus). Each society is looked at as a whole through its political, economic, social, religious, literary and artistic manifestations.

24. Medieval History. 3 hrs.
A study of the development and characteristics of medieval society in Europe. Feudalism and manorialism, the literary

and artistic expressions and the religion and beliefs they express, developments in the church and church-state relations, the rise of capitalism and the nation-state, are among the subjects covered.

25. The Italian Renaissance. 3 hrs.
The underlying economic, political and social structure of Italy during the Renaissance, with a concentration on significant cultural and intellectual trends such as the rise and spread of Humanism, the emergence of individualism and the stimulation of art and literature.

26. The Reformation, 1450-1650. 3 hrs.
The transmission of the Italian Renaissance to northern Europe, the moral and religious dilemma of fifteenth-century Europe, the Protestant Reformation, and the Catholic Counter-Reformation.

27. History of Modern Germany. 3 hrs.
The nature of Prussian society, the rivalry between Prussia and Austria for the command of German affairs, the quality of Prussian leadership in the German Empire of 1871-1918, the politics and culture of the Weimar Republic, Nazi totalitarianism, and the reshaping of East and West Germany since the Second World War.

28. History of Modern Russia. 3 hrs.
The history of Russia from 1796 to the present with special emphasis on the confrontation with the West, the decline and fall of Russian autocracy, the evolution of reform thought and revolutionary opposition, the revolution of 1917, subsequent transformation, the Marxian dream, and the Soviet reality.

29. History of England to 1700. 3 hrs.
From the Roman conquest to 1700. Emphasis on the development of the common law, common law courts, Parliament and the monarchy against a background of social, cultural, and economic development. *Suggested for pre-law and political science as well as history students. Not open to freshmen.*

30. Britain: Yesterday and Today. 3 hrs.
English history from 1700 to the present, with special emphasis on the character of social relations, the impact of industrialization, the capacity of the aristocracy, the creation of empire, and the decline of the realm.

32. Power and Values. 3 hrs.
An examination of the acquisition, organization and uses of power; the generation of values and value ends toward which a society uses its power; a comparative study of the age of Louis XIV and the era of Franklin D. Roosevelt; emphasis on the similarity of problems and limitation of means in their resolution in each age. *Not open to freshmen.*

33. History of French Society, 1760-1945: History Through the Novel. 3 hrs.
An attempt to deal with the problems of cultural and social causes of political instability, the revolutionary tradition, liberal and conservative thought, and derive a peculiarly French view of the world through extensive study of French novels from the period.

34. French Revolution and Early Modern Europe. 3 hrs.
Intellectual and social structure, 1648 to 1815; dynamics of social and political change, principles of authority and bases of revolution from the Reformation to the French Revolutionary and Napoleonic period.

35. History of Europe Since Napoleon. 3 hrs.
The reactions of European society to the problems created by industrialization, nationalism, revolutionary movements, the world wars, and the decline of Europe; particular emphasis on how Europeans viewed themselves and their world through the great novels of the last century and a half.

Non-Western History

41. Introduction to the Non-Western World. 3 hrs.
An introduction to selected traditional societies before their contacts with Western Civilization during the 19th Century. The use of novels and audio-visuals supplements texts and lectures to gain an understanding of the common man's village life as well as the Great Tradition of these civilizations.

42. History of Africa. 3 hrs.
A study of sub-Saharan Africa, especially since 1800, including: the slave trade and its impact on traditional societies, the European scramble for African territories and African reactions, colonial administrations, economic changes, nationalism and independence movements, problems and trends of African nations since independence. *Not open to freshmen.*

43. History of East Asia. 3 hrs.
A study of the contrasting patterns of Chinese and Japanese modernization since the mid-nineteenth century. *Not open to freshmen.*

44. People's Republic of China. 3 hrs.
A study of issues in Chinese history since 1949, such as the balance between continuity and change, between ideology and practical considerations, and between domestic and foreign policies. *Not open to freshmen.*

45. Japan Since 1945. 3 hrs.
A study of Japan as a unique modern society, beginning with its recovery and new national direction after World

War II, political, economic and social trends within Japan and its changing international position.

46. History of Latin America. **3 hrs.**
A study of Latin America from the period of discovery to the present. Emphasis on the national period with special attention to relations between Latin American countries and the United States. *Not open to freshmen.*

47. History of Mexico. **3 hrs.**
A study of Mexico from its discovery to the present time. Pre-hispanic and post-hispanic Indian cultures; Spanish culture and institutions of the Colonial Period; the Independence Period. Emphasis on social, political and cultural developments, with attention to relations with the United States. *Not open to freshmen.*

49. Modern Imperialism. **3 hrs.**
A study of "modern" imperialism between 1850 and 1960, and new patterns of international dominance emerging since 1960. The course centers on the forces giving rise to imperialism, the various ideologies and administrative patterns developed, and the forces leading to its decline and transformation. *Not open to freshmen.*

50. Special Topics. **1-3 hrs.**
An examination of a selected topic. Initiated either from the special interest of department members or student interest. *Not open to freshmen.*

51. Readings in History. **1-3 hrs.**
Directed readings in areas approved by instructor, usually conducted primarily through conferences. *Open only to seniors majoring in History except through special permission from the instructor.*

Home Economics

Miller, Halverson, Simmons, Walls

The Home Economics Department provides fundamental preparation for those wishing to enter professional careers in home economics or to enter graduate school. Home economics synthesizes knowledge drawn from its own research, from the physical, biological, and social sciences and the arts, and applies this knowledge to improving the lives of families and individuals. It is the purpose of this department to develop competency in utilizing both human and material resources to further the well-being of society. For this reason, most courses in the department are open to all students, regardless of major, if prerequisites are met. This department has well-equipped laboratories and lecture rooms. In addition, there is a Home Management Residence in which students live for several weeks trying out new theories and putting principles they have learned in the classroom to actual test.

Students planning to teach at the secondary level are eligible for vocational certification in home economics. Elementary teachers may be certified in Home Economics for grades 4-8 and Jr. High School teachers may be certified for grades 7-9.

Students may major in Nutrition with an emphasis in Dietetics or General Nutrition. The students completing the dietetics program will meet the requirements of the American Dietetic Association for dietetic internships.

Wesleyan is the only private college in the state approved to issue the vocational teaching certificate in home economics and the only private coeducational college in the tri-state area to offer the dietetic program.

A major in Fashion Merchandising is also offered by the Department of Home Economics. This curriculum aims to prepare the student for professional work in addition to practical and theoretical training. The student must synthesize this knowledge into the needs and situations of other people so that they can be alert to trends in living patterns, current events, and technical developments that forecast their clothing and textile needs and desires. The field of Fashion Merchandising offers a wide range of career opportunities for men and women who have an expressed in-

terest, appreciation, and enthusiasm for clothing, fashion changes, fabric, color, and design. Activities in this field range from actual consumer contact to behind-the-scenes positions in buying, merchandising, and administration.

Requirement for Major in Home Economics:

34 semester hours including 1, 2, 20, 21, 30, 31, 40, 41, 45, 50, 53, 54, 56. Students interested in the professional careers or in entering graduate school should consult the faculty in the department about the selection of additional courses.

Requirement for Minor:

15 semester hours, including 2, 21, 30, 40, 53.

Requirement for Major in Nutrition:

Dietetic Emphasis (meets requirements for ADA internship program): Home Economics 1, 21 (or Psy. 3 or 23), 40, 41, 42, 44, 45, 46, 47, 48, 49, 53, 54, 56 (or Educ. 60), 60; Chemistry 1, 2, 5, 6, 41; Biology 1, 9, 10, 13; Business 60; Economics 10; Education 5 or 6; Psychology 1; Sociology 2 or 1; Mathematics 10.

General Nutrition Emphasis: 33 semester hours in Home Economics including 1, 21 (or Psy. 3 or 23), 40, 41, 44, 45, 46, 53, 54, 56, plus elective hours from 42, 43, 47, 48, 49, 60, 61; Biology 1, 2, 13; Chemistry 5, 6.

Requirement for Minor in Nutrition:

15 semester hours, including 21, 41, 44; plus electives from 40, 42, 43, 45, 46, 47, 48, 49, 53, 54, 56, 60, 61. Psychology 3 or 23 may be credited in place of Home Economics 21.

Requirement for Fashion Merchandising Major:

24 semester hours in Home Economics including 2, 30, 31, 32, 35; 3-hour elective selected from 33, 34, 36 or History of Costume; 7 hours in 60 in Fashion Innovation and Analysis, Visual Merchandise or Display Techniques, Field Study in Fashion Merchandising; plus the following in related departments: Psychology 1; Sociology 2; Business 1, 9, 11, 73; and Art 23 or 24, or 15 or 18.

Requirement for Fashion Merchandising Minor:

18 hours required: Home Economics 2 (Art majors may substitute 5, 6), 31, 35, elective in Clothing and Textiles; Business 1, 73.

1. Introduction to Home Economics. 1 hr.
For freshmen. Factors and personalities influencing the history of home economics; present status of the discipline, future responsibilities and career opportunities. Required for majors.

2. Design. 3 hrs.
Practical applications of color and design in everyday life, specifically as related to clothing, food, home furnishings, housing and textiles. *Prerequisite:* Major or minor in Home Economics. *Not open to students who have had Art 5 or 6.*

20. Personal and Family Living. 3 hrs.
An exploration into personal and family relationships in our society as they affect today's young adult. Includes study of courtship, husband-wife and parent-child relationships. Enrollment limited to students of freshman or sophomore standing or having permission of instructor.

21. Child Care and Development. 3 hrs.
A study of all aspects of the care and development of the child from conception through age nine with emphasis on the knowledge and guidance of young children in their emotional, social, intellectual and physical development. Enrollment limited to students of upper class status.

30. Apparel Construction. 2 hrs.
An elementary course in basic principles of clothing construction techniques and skills including pattern fitting and alteration.

31. Apparel Selection. 3 hrs.
An examination of the aesthetic, economic, physiological, psychological, and sociological factors involved in apparel selection. Includes the acquisition and use of clothing and consumer responsibilities and protections. *Prerequisite:* home economics majors, Home Economics 2; others, none.

32. Textiles. 3 hrs.
A study of fibers, yarns, weaves, fabrics, finishes, and testing procedures. Includes end-uses of fibers and fabrics, their characteristics, how to choose wisely, what to expect and how to care for specific fabrics. *Offered spring semester.*

33. Tailoring. 3 hrs.
Principles of detailed and tailored finishes and problems of

fitting and time management in the construction of a suit or coat. *Prerequisite:* Home Economics 30 or permission of instructor. *Offered in alternate years.*

34. Problems in Apparel Construction. **2 hrs.**
Comparative study methods and techniques of working with various fabrics, fitting problems, flat-pattern design, or draping, to meet individual needs. *Prerequisite:* Home Economics 33, or permission of instructor. *Offered in alternate years.*

35. Fashion and Apparel Industry. **3 hrs.**
Factors affecting the origin and development of fashion, and the production, distribution, and promotion of fashion merchandise. A study of the ready-to-wear market and factors involved in consumer acceptance of fashion. *Prerequisites:* Home Economics 31, 32; Business 70 or 9; or consent of instructor. *Offered in alternate years.*

36. Clothing for the Handicapped and Elderly. **2 hrs.**
A study of the clothing needs and problems of the elderly and handicapped whose physical conditions limit their clothing choices; the clothing adaptations and solutions to these problems; and specially designed clothing and its availability. *Prerequisite:* Consent of instructor.

40. Food Science. **4 hrs.**
A study of the structure of basic ingredients and the various effects they have on one another when blended together to form products. *Offered fall semester.*

41. Fundamentals of Human Nutrition. **3 hrs.**
An introductory study of the individual nutrients in respect to digestion, absorption, metabolism, body needs and food sources. This information is applied through study of the life cycle.

42. Experimental Foods. **2 hrs.**
Experimentation with selected food materials, techniques, and equipment. Opportunity for directed study in an individually chosen area. *Prerequisite:* Home Economics 40. *Offered in alternate years.*

43. Cultural Aspects of Foods. **2 hrs.**
An historical approach to the importance of foods in today's world. A consideration of food availability, preparation, and the social, cultural and economic implications and nutritive adequacy. *Offered in alternate years.*

44. Advanced Human Nutrition. **3 hrs.**
A study of human nutrition, including the chemistry of food nutrients, digestion, absorption, and metabolism. Principles of human nutrition applied to individual, family, community, and world problems. *Prerequisites:* Home Economics 40, 41; Biology 9, 10; Chemistry 41, or permission of instructor. *Offered in alternate years.*

45. Meal Management. **2 hrs.**
Management of the selection of food, and the planning, preparation, and serving of family and guest meals, with attention to cultural influences and to resources such as time, money, and equipment. *Prerequisites:* Home Economics 40, 41 or permission of instructor.

46. Diet Therapy. **3 hrs.**
Study of diet in pathological conditions, stressing its importance in diseases that can be prevented and/or treated by proper diet. *Prerequisite:* Home Economics 44.

47. Quantity Food Production. **3 hrs.**
Problems in purchasing and preparing food for large groups. Practical experience in planning, preparing and serving. *Prerequisites:* Home Economics 40, 45. *Offered in alternate years.*

48. Institutional Organization and Management. **2 hrs.**
A study of personnel administration, financial management, equipment, and efficient operation of food service in institutions. *Offered in alternate years.*

49. Community Nutrition. **2 hrs.**
An integration of knowledge from the natural, social, and behavioral sciences with application to the nutrition-related problems in the community.

50. Home Equipment. **2 hrs.**
Principles of operation, performance, selection, and care of home equipment.

51. Housing. **2 hrs.**
Study of factors and problems involved in choice of housing for the family; evaluation of dwelling units in terms of family needs and values; considerations in buying, building, and renting. *Offered spring semester.*

52. Home Furnishings. **2 hrs.**
A study of the selection of furnishings for the home in relation to interests, activities, needs, quality, economy, aesthetics, and individuality. *Offered fall semester.*

53. Personal and Family Management. **3 hrs.**
A study of the management process and decisions involving the use of family resources to achieve personal and family goals. *Offered fall semester.*

54. Home Management Residence. **3 hrs.**
A laboratory study of the process of management in group living and its application to family living. Senior women majors and minors live in the Edna Jenkins Home Manage-

ment Cottage for 4 weeks. *Prerequisites:* Home Economics 53 and permission of the instructor.

55. Living Space. **2 hrs.**
A study of historical and contemporary architecture. Detailed study of housing types with emphasis on efficient family living. Evaluation of commercial house plans; designing floor plans, basic construction methods; materials and resource allocation.

56. Communications in Home Economics. **2 hrs.**
The student as a communicator using home economics subject matter adapts to meet the informational needs of others. Emphasis on creative thinking, demonstration, and various other communication techniques. *Offered fall semester.*

60. Independent Study in Home Economics. **1-3 hrs.**
One area selected for intensive, independent study. *Prerequisites:* one course in area selected and consent of instructor with approval of staff.

61. Special Topics. **1-3 hrs.**
Inquiry into selected topics and issues in the field of Home Economics pursued through research and workshops.

Library Science

Crutchfield, J. Martin, R. Moore, Mary Thiedeman

The Department of Library Science aims to help students acquire sufficient training to find work in all types of libraries. Students wishing to attain professional positions will need to pursue graduate study in the field.

Requirement for Major:

30 hours — 27 semester hours in the department, including 1, 11, 12, 21, 22, 31, 32, plus Computer Science 5, 6.

Requirement for Minor:

17 semester hours in the department, including 1, 11, 12, 21, 22, 31 or 32.

It is strongly recommended that courses be taken in sequence insofar as possible.

1. Introduction to the Library. **2 hrs.**
The functions of libraries. Instruction in use of books and libraries, book selection, basic reference materials, and other problems. A general course useful to all students.

3. Literature for Children. **3 hrs.**
A survey of literature for children designed for teachers and librarians in elementary schools. Evaluation, selection and use of books and related materials for children. *This course is required for elementary teachers in West Virginia.*

7, 8. Selection of Library Materials for Young Persons and Adults. **Each 2 hrs.**
Criteria for selection of library materials for junior and senior high school groups, as well as adults. Use of standard aids in making selections; general principles of library materials selection; methods of stimulating and guiding effective use of library materials and services, including intellectual freedom; oral and written reviews of appropriate library materials. Lib. Sci. 7 is prerequisite for Lib. Sci. 8.

11. Classification and Cataloging. **3 hrs.**
The principles of classifying and cataloging all types of books, periodicals and government publications. Abridged Dewey Decimal Classification Popular Guide to Government Publications. Filing, correlated with practical experience in the college library. *Prerequisite:* Lib. Sci. 1 or permission of the instructor.

12. Classification and Cataloging. **3 hrs.**
Classifying and cataloging all types of books and non-book materials; film, manuscripts, maps, music, rare books, specimens, etc. Dewey complete tables, Library of Congress, and other classification systems. (Bliss, Colon, Universal classification and computerized library catalogs). Other filing and charging systems. *Prerequisites:* Lib. Sci. 1, 11.

21, 22. Reference and Bibliography. **Each 3 hrs.**
The philosophy of reference service; evaluation, selection, and use of reference materials for libraries of all types; methods of organizing and transmitting information, including automated systems. *Prerequisite:* Lib. Sci. 1 or permission of the instructor.

31. Organization and Administration. **3 hrs.**
Principles underlying the management of libraries, with attention to forms of organization, financing, housing, personnel, public relations, acquisition and handling of stock, and provision of services. *Prerequisites:* Lib. Sci. 1; any two of 3, 7, 8, 11, 12, 21, 22.

32. Library Practice. **3 hrs.**
Guided practice in all phases of the operation of libraries, including effective use of teaching methods by various age groups. Sixteen clock hours of lecture and discussion and 64 clock hours of practice, distributed among public, public school, and college libraries. *Prerequisite:* Lib. Sci. 31.

Mathematics and Computer Science

Berry, Cowling, Klausewitz, Sheppard, Wiest

The Department of Mathematics and Computer Science at West Virginia Wesleyan College has designed a modern curriculum representing a broad spectrum of the mathematical sciences, including applied mathematics, computer science, statistics, operations research, teacher education, and pre-graduate mathematics. At the present time, the department offers two degree programs: B.S. in Mathematics and B.S. in Computer Science.

Mathematics

The mathematics program at Wesleyan is designed to prepare students for employment as applied mathematicians in industry, for entrance into graduate school, for certification as secondary or elementary teachers of mathematics, or for a variety of careers in other disciplines which require that blend of intuition, formalism, and logic which characterizes the mathematical process.

Graduates who major in mathematics at West Virginia Wesleyan College will be able to:

1) construct appropriate mathematical models which lend to the solution of a problem or the formulation of a theory;

2) use modern formalism to represent and manipulate mathematical models;

3) prove properties of mathematical models in terms of underlying axioms or assumptions;

4) interpret the proven properties of a mathematical model in terms of the problem or theory being modeled;

5) understand the basic notions of algebra, including operations, relations, and morphisms;

6) understand the basic notions of analysis, including limits, continuity, measure, and approximation;

7) pursue further studies in one or more areas of mathematics, including applied mathematics, statistics, operations research, mathematics education, and theoretical mathematics.

Requirement for Major:

33 semester hours, including 20, 21, 25, 30, 34, 38, 40, 45, 48, 89. Recommended electives include:

Pre-graduate school: 41.
Applied Mathematics: 32, 35, 85.
Operations Research and Statistics: 85.

Requirement for Minor:

17 semester hours, including 20 and 21. The remaining hours may be selected, with the approval of the department, from courses numbered between 25 and 48.

Teacher Education: Wesleyan offers programs leading to certification in mathematics at the 4-8, 7-9 and 7-12 levels. Requirements are described under the Department of Education.

Computer Science

The computer science program at Wesleyan is designed to prepare broadly educated analysts for graduate school or employment in the computer field. Most projections indicate that the computer industry, and the need for such analysts, will continue to grow steadily during the next decade. The objectives for the computer science program have been carefully designed to insure that graduates possess the needed breadth and depth in the computing sciences.

Graduates who major in computer science at West Virginia Wesleyan will be able to:

1) recognize problems that can be solved with the aid of computers;

2) design structured algorithms, using various design tools, which solve these problems;

3) use formal and informal verification procedures to test algorithms and programs for correctness;

4) code algorithms into reasonably efficient programs that work correctly, are well documented, and are readable;

5) understand basic computer architectures;

6) understand how the processes of modern operating systems cooperate and compete with each other as they perform their functions;

7) understand how modern programming languages are organized;

8) analyze and use algorithms which represent and transform information structures;

9) pursue advanced studies in one or more areas of computer science.

Requirement for Major:

39 semester hours, including 20, 21, 25, 45, 50, 60, 61, 65, 70, 80, 89. 34 and 48 are strongly recommended. Others are to be selected from 38, 75, 76, 85, 88, or Physical Science 32. Recommended selections are:

Systems Programming: 45, 48, 75, 80;
Information Systems: 38 (Operations Research Model), 48, 75, 76;
Hardware Design: 32, 35, 85, Physical Science 32; A minor in Physics is recommended.

Requirement for Minor:

15 semester hours, including 5, 6, 50, and 60. The remaining hours may be selected, with the approval of the department, from any course numbered between 50 and 89.

1. Developmental Mathematics. 0 hrs.
Development of the skills in algebraic manipulation and descriptive geometry that are necessary for college-level mathematics courses. Format is individualized and computer-assisted. May be required for students with diagnosed weaknesses before they are allowed to take any further mathematics.

5. Introduction to Computer Science. 1 hr.
History and social impact of computing: formal aspects of problem solving using structured design tools; use of software application systems. Must be followed by MCS 6 the same semester. *Prerequisite:* Demonstrated proficiency in MCS 1.

6. Introduction to Programming Languages. 2 hrs.
This course may be repeated, providing a different language is chosen each time.

Implementation of algorithms in an elementary programming language, such as BASIC, FORTRAN, COBOL, or Pascal. Topics include basic control and data structures, documentation, and maintenance. Design and construction of elementary software systems which meet the need of a particular application in business, science, education, library science, or home economics. *Prerequisite:* MCS 5 or equivalent.

8. Finite Mathematics I. 3 hrs.
Logic; sets and set operations; solving problems using sets; relations; permutations and combinations; elementary probability and statistics. *Prerequisite:* Demonstrated proficiency in MCS 1.

9. Finite Mathematics II. 3 hrs.
Additional topics from probability and statistics; vectors, matrices, and determinants; linear programming; introduction to game theory. *Prerequisite:* MCS 8.

10. College Algebra. 3 hrs.
Quadratic equations and systems of quadratic equations; complex numbers, linear and quadratic inequalities; binomial expansion; determinants; progressions; functions and their graphs; development of other real number system. *Prerequisite:* Demonstrated proficiency in MCS 1.

13. College Trigonometry. 3 hrs.
The trigonometric functions; identities and conditional equations; the inverse trigonometric functions; solutions of triangles; law of sines, cosines, and tangents; radians. *Prerequisite:* MCS 10, or equivalent.

20. Calculus I. 4 hrs.
Analytic geometry of the plane; limits; derivatives of algebraic and transcendental functions; rules for differentiation; implicit differentiation; application of the derivative; Mean Value Theorem; introduction to the integral and its applications; antiderivatives and the Fundamental Theorem of Calculus. *Prerequisites:* MCS 10 and 13 or equivalent, and consent of instructor.

21. Calculus II. 4 hrs.
Techniques of integration; polar coordinates; partial differentiation and applications; indeterminant forms; three dimensional analytic geometry; multiple integration, volumes, surface areas, cylindrical and spherical coordinates; series. *Prerequisite:* MCS 20.

25. Basic Concepts of Mathematics. 3 hrs.
Designed for students planning to continue in Mathematics beyond Calculus. This course should be taken before the junior year. Sets, functions, and relations; formal construction of rational, real and complex number systems; formulating and proving conjectures; analysis of elementary geometries, Boolean algebra and Boolean functions. *Pre- or corequisite:* MCS 21.

30. Calculus III. 3 hrs.
Calculus in several variables; line, surface, and volume integrals; gradient, divergence, curl, curvilinear coordinates, Stokes' Theorem; Taylor's series; improper integrals, including the Gamma and Beta functions; transformation of

integrals and Jacobians; maxtrix analysis. *Prerequisite:* MCS 21.

32. Ordinary Differential Equations. 3 hrs.
Techniques for first-order equations, including separation of variables and exact equations; nonlinear equations; homogeneous and non-homogeneous linear equations; Wronskians and linear independence; variation of constants; solution by power series; the Legendre equation; regular singular points. *Prerequisite:* MCS 21.

34. Linear Algebra. 3 hrs.
Vector spaces; linear mappings; matrices; inner products and orthogonality; symmetric, skew-symmetric, and Hermitian forms; eigenvalues and eigenvectors; positive definite linear operators; norms; linear inequalities. *Prerequisite:* MCS 25.

35. Complex Variables. 3 hrs.
Analytic functions of one complex variable: Cauchy's Theorem, maximum modulus principle, entire functions, Taylor's and Laurent's series, residue theory, conformal mappings, analytic continuation. Applications to the physical sciences will be discussed. *Prerequisite:* MCS 30.

38. Mathematical Modeling. 3 hrs.
Scientific systems analysis, including determination of parameters and variables, formulation of relevant quantitative relationships, structured development of models from submodels, and computer implementation. Students may choose one of 3 models:

1. Biological and Ecological Models. Population modeling and the Lotka-Volterra equations, species competition models, Zoo-distribution models, ecosystem energy flow, genetics and the Hardy-Weinberg Law.

2. Research Models. Subjects selected from linear programming, inventory models, Markov chains, Bayesian methods, queuing models, simulation techniques.

3. Energy and Quantum Models. Physical processess involving Laplace transforms, Fourier series, partial differential equations, harmonic functions, and simulation.

Prerequisite: Model 1: MCS 6, with BASIC and MCS 20. Model 2: MCS 6, with Pascal and MCS 21. Model 3: MCS 6, with BASIC or FORTRAN, MCS 32.

40. Real Analysis I. 3 hrs.
Sequences: continuity and uniform continuity, differentiation and mean value theorems: real line topology, including Bolzano-Weierstrass and Heine-Borel theorems. *Prerequisite:* MCS 25.

41. Real Analysis II. 3 hrs.
The Riemann integral, mean value theorems; series and power series; uniform convergence, differentiation and integration of series; metrics and metric spaces. *Prerequisite:* MCS 40.

45. Algebraic Structures. 3 hrs.
Algebraic structures, including groups, rings, and fields; the morphisms and other topics. *Prerequisite:* MCS 25.

48. Probability and Statistics. 3 hrs.
Counting techniques; probability spaces and functions, including independent, binomial, conditional, and Bayes probabilities; distribution theory; testing of simple and composite hypothesis; regression and correlation; distribution-free methods, applications. *Prerequisite:* MCS 21.

50. Computer Science II. 3 hrs.
Introduction to the fundamental forms and concepts of Computer Science. Topics include internal data representation, structured program development using formal design tools, basic language concepts, introduction to data structures, arrays and numerical methods. *Prerequisite:* MCS 6 with Pascal and 10, or equivalent.

60. Fundamentals of Computer Systems. 3 hrs.
Computer architecture and machine language; symbolic coding and assembly systems; macro definition and generation; introduction to operating systems; program segmentation and linkage; construction of elementary assemblers. *Prerequisite:* MCS 50.

61. Data Structures and Algorithm Analysis. 3 hrs.
Study and design of algorithms for unordered sets, graphs, matrices, and vectors. Numerical and seminumerical structures of integer and real numbers and strings; algorithms in text processing, pattern matching; language processing, parsing, storage management; operating systems, scheduling, queues, linked lists; database management, sorting, searching. *Prerequisite:* MCS 60.

65. Computer Architecture. 3 hrs.
Principles of logic design; addressing; central processing units; microprogrammed control; interrupts; arithmetic; memories; interface design; data communications and networking; minicomputers, and microprocessor systems. *Prerequisite:* MCS 50.

70. Operating Systems. 3 hrs.
Organization of computer systems supporting a wide variety of users. Topics include process communication using semaphores and mailboxes; deadlocks; multiprogramming scheduling algorithms; memory management; file system design and management. *Prerequisite:* MCS 61, 65.

75. Business File Processing. 3 hrs.
Control and management of information systems, including requirement analysis, planning, specification, implementation and maintenance. The use of the COBOL programming language will be used to study item, record, file, and database definition. Sequential, random, indexed, and database access methods will be studied. *Prerequisite:* MCS 6 (COBOL).

76. Database Management Systems Design. 3 hrs.
Data models, including entity sets, attribute relationships, and associations; normalization of data; data languages; comparison of hierarchical, network, and relational systems; implementation considerations; integrity and security issues; examination of real systems. *Prerequisite:* MCS 75.

80. Organization of Programming Languages. 3 hrs.
Formal analysis of computer programming languages. Topics include information binding, scope rules, execution environments, control structures, formal grammars and automata. Examples include Pascal, ALGOL, LISP, C, APL, PL/I, SNOBOL, and other languages. *Prerequisite:* MCS 45 and 61.

85. Numerical Methods. 3 hrs.
Introduction to floating point arithmetic and the use of mathematical subroutine packages. Interpolation, approximation, integration, differentiation, linear and nonlinear equations and differential equations are explained and studied. *Prerequisite:* MCS 6, with BASIC or Pascal, MCS 30 and 34.

88. Special Topics. 1-3 hrs.
This course may be repeated, provided that different topics are covered each time. No topic may duplicate a course already listed in the catalog. Topics may include, but are not limited to Artificial Intelligence, Analysis of Algorithms, Theory of Computing, Micro-processor Laboratory, Graphics, Robotics, Topology, Foundations of Mathematics, and Partial Differential Equations. *Prerequisite:* Consent of the instructor.

89. Seminar. 1 hr.
Required of and restricted to senior Mathematics and Computer Science majors. Research in a nontrivial area of the mathematical sciences which builds on and extends the student's background.

Modern Languages

Trusler, *French;* Hamner, *German;* Gurdak, *Chinese.*

Courses in this department are designed to teach spoken as well as written French, German and Chinese. The curriculum is intended to give both the beginning student and the student who has previous language experience with French or German an opportunity to acquire the skills needed to develop a working knowledge of the language.

Students interested in languages other than French, German and Chinese may make arrangements through the Language Department for summer study in a variety of programs, in the United States as well as in many foreign countries. Language credit earned in American institutions is transferred in the normal manner. Students interested in credit for language study in a foreign institution should consult with a member of the department.

Note: Students interested in New Testament Greek should consult the course listings for the Department of Religion.

French

Students enrolled in introductory and intermediate courses will take a placement test to determine the level of their achievement.

Requirement for Major:

18 semester hours above French 11, chosen in consultation with advisor.

Students majoring in French are encouraged to spend a semester or a year abroad.

Requirement for Minor:

6 hours above French 11, chosen in consultation with advisor.

1, 2. Introductory French. Each 3 hrs.
An audio-lingual course, conducted largely in French, designed to give the student basic fluency in the four language skills: comprehension, speaking, reading and writing.

10, 11. Intermediate French. Each 3 hrs.
A course conducted in French designed to continue development in basic language skills. *Prerequisite:* French 2 or equivalent.

12, 13. Conversational French. **Each 1 hr.**
A course designed to develop additional fluency in spoken French. Directed and free discussion. *Prerequisite:* French 10 or permission of the instructor.

20, 21. Advanced French. **Each 3 hrs.**
An advanced study of the written and spoken language with readings and discussions related to France and to topics of current interest. *Prerequisite:* French 11 or equivalent.

30, 31. Survey of French Literature. **Each 3 hrs.**
A lecture-discussion course presenting a chronological survey of the masterpieces of French literature from the medieval to modern periods. *Prerequisite:* French 21 or the permission of the instructor.

40. Directed Readings in French. **Each 1-3 hrs.**
Prerequisite: French 31 or permission of the instructor. *This course may be repeated for credit if a new topic is chosen.*

German

Requirement for Minor:

6 semester hours above German 12.
The minor in German is normally available only to students who undertake additional study at another institution. Arrangements may be made through the Language Department for summer study at all levels in programs both in the United States and in German-speaking countries.

1, 2. Introductory German. **Each 3 hrs.**
A course for beginners, conducted largely in German. Designed to develop basic competence in the four language skills: comprehension, speaking, reading and writing. *Minimum one hour per week of laboratory.*

11. Intermediate German: Reading. **2 hrs.**
A reading skills course incorporating a review of basic grammar and vocabulary development. *Prerequisite:* German 2 or two years of high school German.

12. Intermediate German: Listening and Speaking. **2 hrs.**
A course designed to develop speaking and comprehension skills. *Minimum: one hour laboratory per week. Prerequisite:* German 2 or two years of high school German.

13. Intermediate German: Grammar and Syntax. **2 hrs.**
A course designed to develop skill in writing. *Prerequisite:* German 2 or two years of high school German.

21. Special Topics. **1-2 hrs.**
An independent-study course in one of four areas: vocabulary development, reading in history, theology or science, German culture, survey of German literature. May be repeated in different topics. *Prerequisite:* German 11, 12, 13 or its equivalent.

Contemporary Chinese

A two-year sequence of courses will introduce the student to the basic elements of the contemporary Chinese language. In addition to an emphasis on oral and reading skills, the language study will be used as an instrument for introducing elements of historical and contemporary Chinese culture.

A student completing the sequence can expect:

1) to be able to read, with the assistance of a dictionary, most current newspapers and magazines.

2) to be able to carry on basic daily Chinese conversation.

3) to be able to develop and expand his/her facility in the language through continued self-study.

4) to be able to continue the study in graduate school as a research language or in a program of Chinese language and literature.

11. Introductory Chinese I. **3 hrs.**
The tonal nature of the Chinese language; the structure of the graph; systems of romanization; elementary grammar; conversational practice.

12. Introductory Chinese II. **3 hrs.**
Elementary grammar; conversational idioms; conversational practice.

21. Intermediate Chinese I. **3 hrs.**
Intermediate grammar; elements of style in composition; proper names and place names; conversational practice.

22. Intermediate Chinese II. **3 hrs.**
Intermediate grammar; elements of style in composition; conversational practice; reading selected articles from contemporary newspapers and magazines.

Music

Loftis, Dees, L. Gamble, Milburn, Parsons, Shafer

It is the purpose of the Department of Music to afford students an opportunity to develop an understanding and appreciation of music, and to become accomplished musicians. The curriculum leading to the degree of Bachelor of Music Education is designed specifically for students preparing for the teaching profession. The curriculum leading to the degree of Bachelor of Arts with a major in Applied Music is designed specifically for students who wish to concentrate primarily on the study of music literature and in the development of their performance skills. Those wishing to achieve the same degree with a major in Theory will follow basically the same curriculum but with less emphasis on performance and a greater concentration on theory and literature. All curricula offered provide a strong foundation for graduate study.

The Music curriculum is competency-based. Each candidate for a degree in music must satisfactorily complete all the competencies currently required in order to be cleared for graduation. The administration of the program is explained to every new student during the first semester of residence.

In addition to offering the curricula for students who major in music, the department also provides service courses for students who wish to obtain a minor in music and for others seeking musical enrichment experiences.

The Music Department is a fully accredited member of the National Association of Schools of Music and endorses the statement on Basic Musicianship adopted by this national accrediting organization. We recognize that all musicians, whether performers, composers, scholars, or teachers, share common professional needs, since every musician must to some extent be a performer, a listener, an historian, a composer, a theorist, and a teacher. Every attempt is made to develop basic musicianship in studies which provide the student with the following:

1) A conceptual understanding of such musical properties as sound, rhythm, melody, harmony, texture and form; and opportunities for developing a grasp of their interrelationships as they form the cognitive-affective basis for listening, composing and performing;
2) Repeated opportunities for enacting in a variety of ways the roles of listener (analysis), performer (interpretation), composer (creation), and scholar (research);
3) A repertory for study that embraces all cultures and historical periods.

Requirement for the Degree of Bachelor of Music Education:

55-59 semester hours of music, including 1, 2, 6 and 7 (for non-voice majors), 8, 9, 10, 11, 12, 13, 14, 17 (voice majors only), 20, 21, 22, 26, 27, and 28. All candidates for this degree are required to attain a minimum of level 8 in their chosen field of applied music, which is normally achieved by a maximum of 14 semester hours of study, and to present an assisted recital on their major instrument in their junior or senior year (with or without 1 hour credit). All non-keyboard majors are required to attain a level 2 in pia-

no, which is normally achieved by a maximum of four semester hours of study. All candidates for this degree are expected to participate in at least one ensemble each semester, with or without credit, and to establish a minimum of 4 semester hours credit in ensemble.

This curriculum includes 26 semester hours of professional education, including Education 2, 3, 4, 5, 15, 49, 69 and Music 41 and 42. This curriculum also includes courses currently required by the West Virginia Department of Education for *all* teacher certificates, and/or by West Virginia Wesleyan College for *all* degrees. It also includes sufficient hours for a minor in Education.

Requirement for Degree of Bachelor of Arts with a major in Theory:

43-47 semester hours, including 1, 2, 20, 21, 22, 24, 26, 27, 44, four semester hours in upper division courses in music literature and sufficient piano study to attain level 6.

All candidates for this degree are expected to participate in at least one ensemble each semester, with or without credit. In addition, all candidates will complete a special project in musical research, analysis or composition during their senior year, the results of which will be shared publicly through a recital, lecture or lecture-recital.

Requirement for Degree of Bachelor of Arts with a major in Applied Music:

51-52 semester hours, including 1, 2, 17 (voice majors only), 20, 21, 22, 26, 27; four semester hours in upper division theory or music literature, and sufficient study in the chosen field of applied music to attain level 10 (normally achieved by 16 semester hours of study). All candidates for this degree are required to present a recital on their major instrument (with or without 1 hour credit). In addition, all candidates are expected to participate in at least one ensemble each semester, with or without credit.

Students majoring in music must obtain the permission of their applied music instructor before participating in any solo performance not sponsored by the department.

Requirement for Minor:

15 semester hours, including 1, 23, sufficient study in chosen field of applied music to attain level 4, 2 semester hours of ensemble and 2 semester hours of electives in music.

1. Basic Musicianship I. **5 hrs.**
Review of mechanics and music fundamentals. An integrated study of basic musical units through development of individual skills in music listening, performance, composition, analysis and criticism, incorporating the principles of comprehensive musicianship. Class meets five hours per week.

2. Basic Musicianship II. **5 hrs.**
Continues Music 1. Class meets five hours per week.
Prerequisite: Music 1.

4. Introduction to Music for the Non-Music Major. **2 hrs.**
A course designed to assist students not majoring in music to develop an understanding and appreciation of concert music through directed group listening.

6, 7. Introduction to the Fundamentals of Voice. **Each 1 hr.**
Class instruction in the development and basic techniques of the singing voice. Designed for non-voice majors in Music Education. Two periods weekly.

8, 9. Introduction to Woodwind Instruments. **Each 1 hr.**
Class instruction in the fundamentals of the various woodwind instruments. Limited to music majors and minors. Two periods weekly.

10, 11. Introduction to Brass Instruments. **Each 1 hr.**
Class instruction in the fundamentals of the various brass instruments. Limited to music majors and minors. Two periods weekly.

12, 13. Introduction to Stringed Instruments. **Each 1 hr.**
Class instruction in the various orchestral instruments of the string family. Limited to music majors and minors. Two periods weekly.

14. Introduction to Percussion. **1 hr.**
Class instruction in the various instruments of the percussion family. Limited to music majors and minors. Two periods weekly.

15. Introduction to Hymnology. **2 hrs.**
A study of the hymns of the Christian church.

16. Introduction to Marching Band Techniques. 1 hr.
A study of marching fundamentals, band pageantry, football show planning, charting of maneuvers, and selection and adaptation of music for the marching band.

17. Introduction to Diction. 2 hrs.
An introduction to French, German, and Italian diction. *Required in freshman year of all voice majors.*

18. Introduction to Music Education for the Classroom Teacher. 2 hrs.
A study of music fundamentals, including rhythm, melody, harmony, timbre and form. Also included are mechanics of notation, sight singing, work with melody and rhythm instruments and simple chordal accompaniments at the keyboard.

19. Music Methods and Materials for the Classroom Teacher. 2 hrs.
Continuation of first semester work in music fundamentals as needed. Exploration of various music series books and other resources. Cultivation of an awareness of the contribution of music to society and the development of desirable objectives for the music program in each grade level. *Prerequisite:* Music 18 or permission of instructor.

20. Advanced Musicianship I. 5 hrs.
Continues Music 2. Class meets five hours per week. *Prerequisite:* Music 2.

21. Advanced Musicianship II. 5 hrs.
Continues Music 20. Class meets five hours per week. *Prerequisite:* Music 20.

22. Advanced Musicianship III. 5 hrs.
Continues Music 21. Class meets five hours per week. *Prerequisite:* Music 21.

23. Music Appreciation for the Music Minor. 2 hrs.
A study of selected music literature designed as a continuation of Music 1. *Prerequisite:* Music 1.

24. Counterpoint. 2 hrs.
Study of the tonal counterpoint of the eighteenth and nineteenth centuries with emphasis on Bach. *Prerequisite:* Music 21.

26, 27. History of Music. Each 3 hrs.
Study of the development and social background of musical composition and performance. Music 26 follows this development to 1750; Music 27, since 1750. *Prerequisite:* Music 21 or consent of instructor.

28. Conducting. 3 hrs.
A study of the techniques of instrumental and choral conducting, rehearsal techniques and procedures. *Prerequisite:* Music 21 or consent of instructors.

29. Survey of Church Music. 3 hrs.
A survey of the organizational aspects of a multiple choir program, incorporating an introduction to the liturgies of the major denominations.

35. Literature of Keyboard Music. 2 hrs.
Historical survey of repertoire written for harpsichord, clavichord and piano, covering various styles and principal works from the early keyboard composers of the seventeenth century to the twentieth century, from the standpoint of teaching and aesthetic value. *Prerequisite:* consent of instructor.

36. Literature of Instrumental Music. 2 hrs.
Literature for solo instruments, chamber music, and orchestra from the standpoint of teaching and aesthetic value. *Prerequisite:* consent of instructor.

37. Literature of Vocal Music. 2 hrs.
A study of typical works for solo voice representing various styles and periods of musical compositions. *Prerequisite:* consent of instructor.

38. Literature of Choral Music. 2 hrs.
A survey of the literature of choral music, including anthems, cantatas, and oratorios. *Prerequisite:* consent of instructor.

39. Literature of Organ Music. 2 hrs.
A survey of literature for organ, from the sixteenth century to the present. *Prerequisite:* consent of instructor.

41. Early and Middle Childhood Methods for the Music Specialist. 4 hrs.
The study of various philosophies of music education and their application in the use of singing, listening, rhythmic and creative activities to achieve the objectives of early and middle childhood musical growth. Lab. *Prerequisite:* Admittance to the Teacher Education program and approval of music faculty.

42. Adolescent Methods for the Music Specialist. 3 hrs.
The study of adolescent music education, including instrumental and vocal programs on the adolescent level, including concert and marching band, orchestra, high school choir, madrigal group, as well as elective music courses. *Prerequisite:* Admittance to the Teacher Education program and approval of music faculty.

44. Special Topics. **1-4 hrs.**
Independent inquiry, research or a formally structured pursuit of a specific topic in music, possibly involving interdisciplinary reference. This course is not considered the equivalent of any required course in the department and may be repeated to a total of four hours. *Prerequisite:* Approval of instructor and departmental chairman.

Ensemble

49. Section 1. Instrumental Ensemble. **Each 1 hr.**
Study and performance of works for groups and solo instruments.

Section 2. Instrumental Ensemble (Jazz). **Each 1 hr.**
Admission by audition.

Section 3. Concert Chorale. **Each 1 hr.**
Study and performance of works for groups of solo voices. Admission by audition.

Section 4. Chapel Choir. **Each 1 hr.**
Study and performance of choral literature, a cappella and with accompaniment, for mixed voices. Admission by audition.

Section 5. Band. **Each 1 hr.**
Study and performance of music for band.

Applied Music

Applied Music study is based on a system of proficiency levels. Each entering freshman is assigned a level on the basis of an audition and interview, with the normal expectation of advancement of one level per semester. Level descriptions are available in each area of applied music.

The minimum level requirements for graduation in each of the music curricula are: Bachelor of Music Education: Level 8; Bachelor of Arts in Applied Music: Level 10; Bachelor of Arts in Theory: Level 6 in piano.

The minimum level requirement for a music minor is Level 4 in chosen area.

Although applied music requirements are stated in terms of specific proficiency levels, the schedule of normal advancement toward the desired goal may be measured in terms of semester hours of study.

To earn three semester hours of credit in applied music, a student must have attained at least a Level 5.

Students majoring in applied music are required to earn credit in their chosen field of applied music at the rate of at least two hours per semester while in college.

Students are accepted for applied study as faculty loads permit in the following order of priority: music majors, music minors, non-majors currently participating in a departmental ensemble, others.

51. Baritone Horn, Tuba. **1-3 hrs.**

52. Bassoon. **1-3 hrs.**

53. Cello, String Bass. **1-3 hrs.**

54. Clarinet. **1-3 hrs.**

55. Cornet-Trumpet. **1-3 hrs.**

56. Flute, Piccolo. **1-3 hrs.**

57. French Horn. **1-3 hrs.**

58. Oboe, English Horn. **1-3 hrs.**

59. Organ. **1-3 hrs.**

60. Piano. **1-3 hrs.**

61. Saxophone. **1-3 hrs.**

62. Trombone. **1-3 hrs.**

63. Violin, Viola. **1-3 hrs.**

64. Voice. **1-3 hrs.**

65. Half Recital. **1 hr.**
Prerequisite: Level 8.

66. Full Recital. **1 hr.**
Prerequisite: Level 10.

Graduate Programs in Conducting

The Master's program (currently M.A.T.) with an emphasis in Conducting incorporates the following courses which are normally offered at the graduate level. Full information on the Master's curriculum appears in the Graduate Programs in Teaching section under the Department of Education.

70. Advanced Conducting. **3 hrs.**
An in-depth study of the manual techniques of conducting, rehearsal techniques and procedures. The course is designed to introduce the instrumental conductor to choral

techniques and the choral conductor to instrumental techniques.

71. Score Reading and Preparation. 3 hrs.
A course emphasizing the techniques of reading and analyzing symphonic, choral, wind band and other scores from the initial reading of a score through to a hypothetical performance.

72. Performance Practice. 3 hrs.
A survey of vocal and instrumental performance from the Renaissance through the Baroque period, with particular emphasis upon the question of vocal and instrumental sound, articulation and ornamentation.

73. Survey of Wind Band and Ensemble Literature. 3 hrs.
A course involving the study of original wind literature from the Renaissance to the present with emphasis on the use of the literature in the school instrumental curriculum.

74. Advanced Choral Literature. 3 hrs.
A survey of choral literature from the Renaissance to the present with particular emphasis upon major examples from the various choral genres.

75. Seminar in Conducting. 3 hrs.
A seminar addressing itself to particular conducting problems of individual works. Emphasis is placed upon giving students an opportunity to develop their strengths and weaknesses.

76. Music Theory Seminar. 3 hrs.
A study of the theoretical bases of music in a variety of styles and the appropriate application of these bases in music education.

77. Music in the Classic and Romantic Periods. 3 hrs.
A survey of music composed between 1750 and 1900, with emphasis on the development of important genres such as opera and the symphony.

Nursing

Roy, Campbell, Craven, Farthing, Godsey, C. Hinkle, Jackson, Kauffman, McCollum, McKinney, D. Moore, B. Piper, Small, TenBrink

The goal of the nursing faculty is to provide an educational program which graduates a nurse generalist, competent to use the nursing process in professional practice and possessing a foundation for graduate study in nursing.

Admission:

Qualified high school graduates may be accepted by the College as pre-nursing majors. Recommended high school studies include chemistry, biology, English, mathematics, and physics.

Freshmen who wish to apply in nursing must, during the second semester, file with the Nursing Department for admission to the clinical component of the program the following fall. Admission is based on academic ability determined by a grade point average of 2.25 or higher, a grade of "C" or higher in each prerequisite support course, and satisfactory completion of the pre-professional nursing course. Personal qualifications will be evaluated by a committee of the nursing faculty.

Admission with Advanced Standing:

Applications for admission with advanced placement in nursing will be assessed by a committee of the nursing faculty, whose recommendations will guide the Admissions and Registrar's Offices. Registered nurses who are graduates of associate degree and diploma schools may earn credits through challenge examinations for such nursing courses as the committee may designate. Neither the Admissions Office nor the nursing faculty can estimate the time required for completion of the Wesleyan program until a transcript of previous work and descriptions of the courses taken are submitted and evaluated.

Admission of students who were deficient at the end of the freshman year but met the requirements subsequently, as well as readmission of students who discontinued the program because of unsatisfactory grades, will be evaluated on an individual basis and, in all cases, be subject to space available.

Program:

The program is structured for completion in four academic years. Students carry a heavy academic load during the freshman and sophomore years, and some find it difficult to invest the time and effort needed to succeed in the program. Those students, and others who find the natural sciences and mathematics difficult, are urged to take steps to lighten their class loads by taking selected courses during the summer before their freshman and sophomore years. The development of cognitive skills is the hallmark of a bac-

calaureate program; hence emphasis must be placed on developing a solid knowledge base and the ability to use it.

It should be noted that not all courses are offered each semester, so that an unsatisfactory grade in a requisite nursing or support course may mean that degree requirements can not be met in four academic years.

Resources:

Middleton Hall, a modern, well-equipped building designed for the Nursing Department, provides faculty offices, class and seminar rooms, as well as skills and audio-visual laboratories. Nursing students have clinical laboratory experience in a variety of settings, including small community hospitals and nursing homes as well as larger more sophisticated acute care institutions. Responding to current trends in health care, nursing in health promotion and maintenance is emphasized and utilizes a wide variety of community resources such as county health departments, home health care agencies, and community mental health agencies. The health care institutions and agencies in Buckhannon, Clarksburg, Elkins and Weston provide a broad spectrum of clinical learning experiences.

Requirement for Major:

Nursing courses (51 credits) and natural and behavioral sciences (39 credits) provide the knowledge foundation on which the clinical nursing courses are built. Students should follow sequential schedule recommendations of advisors in the department.

0. Preprofessional Nursing. **1 hr.**
An introduction to the nursing program. The historical development and social forces which have led nursing to its current status are discussed. The nursing process, the scientific method of inquiry, and the multiplicity of roles in nursing are presented.

1. Nursing I. **5 hrs.**
Theory 3 hrs.
Clinical 2 hrs.
This course utilizes the nursing process in determining the health of individuals, families, and communities. Emphasis is given to the introduction and development of nursing concepts and skills. The relationship of nursing to man, health, and society is identified in practice. Theory and clinical are concurrent.

2. Nursing II. **5 hrs.**
Theory 3 hrs.
Clinical Experience 2 hrs.
Continuation of Nursing I. Emphasis is on the nursing process as it relates to the dynamics of family living. The nursing process provides the framework for identification of human needs, moving from simple to more complex situations. Theory and clinical are concurrent.

3. Nursing III. **10 hrs.**
Theory 7 hrs.
Clinical Experience 3 hrs.
Focus on the health care of children and adults in the hospital and other community settings. Emphasis is on utilization of the nursing process in the promotion and restoration of the client's positive adaptive responses as he strives for a higher level of wellness. Theory and clinical are concurrent.

4. Nursing IV. **10 hrs.**
Theory 7 hrs.
Clinical Experience 3 hrs.
Continuation of Nursing III. The nursing process continues to be the unifying focus in dealing with the health care of children and adults. More complex concepts of holistic health care delivery are incorporated in relation to the individuals, families and communities. Theory and clinical are concurrent.

5. Nursing V. **10 hrs.**
Theory 7 hrs.
Clinical Experience 3 hrs.
This course is designed for the student to utilize, with minimal supervision, the nursing process in the resolution of nursing problems. The student, through the incorporation of the multiple roles in nursing, is expected to utilize leadership

skills in promoting maintenance, restoration, and rehabilitation of clients' adaptive responses. Past, present and future issues in nursing are examined and applied to the nursing process. Clinical activities in a variety of settings are designed to provide opportunities for independent judgment and decision making in organizing and implementing the care for individuals, families, and communities with multiple threats to health.

6. Nursing VI. **10 hrs.**
Theory **7 hrs.**
Clinical Experience **3 hrs.**
Continuation of Nursing V with the emphasis on role transition from student to professional practitioner. Through integration and synthesis of previously acquired knowledge from support and nursing courses, the student will demonstrate competence required of a beginning practitioner of nursing. Clinical application of theory is implemented concurrently in a variety of settings.

Philosophy

Mow, Keating

Studies in philosophy engender competencies in reasoning, in inquiry into values, in critical thinking, and in the formulation of individual constructive views about one's life, beliefs, and work. Such abilities are valuable for many professional careers in the law, the ministry, business, public policy and higher education.

The department considers the love of wisdom to be a liberating discipline that is relevant to each other body of knowledge, theoretical and practical. It presents the major perspectives of philosophy, both historical and contemporary, including empiricism, naturalism, pragmatism, idealism, existentialism, and analysis. Majors in the department have found philosophy fruitful for various fields of further study and for careers in diverse areas.

Requirement for Major:

Twenty-seven semester hours in the department including 3; 10 or 11 or 15; 20, 21, and 22; 44.

Requirement for Minor:

Eighteen semester hours in the department including logic, one course from 10-19, and one from 20-29.

1. Introduction to Philosophical Thinking: Reason and Values. **3 hrs.**
An introduction to thinking about basic questions of knowledge, reality, and value, through analysis of readings in the sciences, literature, and practical topics related to careers. *Open only to freshmen.*

3. Logic. **3 hrs.**
An introduction to deductive and inductive logic and their application. Symbolic logic, both sentential and predicate, as they include traditional logic; and an examination of fallacious reasoning in everyday discourse.

5. Problems of Philosophy. **3 hrs.**
An introduction to problems in values, knowledge, and reality, and methods of analysis, criticism, and constructive reasoning.

10. Ethics. **3 hrs.**
Values as related to the practical reasoning about what one does; problems in the justification of moral principles; applications to case problems in business, medicine, politics; and inquiry into what one lives one's life for.

11. Christian Ethics. **3 hrs.**
Philosophical examination of issues in religious ethics, with special attention to the analysis of the concept of love and to justifications based on the divine nature; application to cases both in personal conduct and in society.

15. Aesthetics. **3 hrs.**
The philosophy of the arts and the foundations of art criticism. Examination of interpretations of the nature of art, of creativity, of aesthetic experience, of symbolism, and of beauty.

20. Classical Philosophy. **4 hrs.**
Some major themes in the early history of philosophy from the pre-Socratics, through Plato and Aristotle, Hellenism, and Christian philosophical theology in Augustine, Aquinas, Scotus, and others. Emphasis on realism about universals and on the objectivity of value.

21. Modern Philosophy. **4 hrs.**
The history of philosophy continued from the Renaissance through the eighteenth century, with emphasis on the British empiricists and continental rationalists. Special attention to theories of the relation of mind to body and to the problem of perception, as they lead to the Kantian solution.

22. Recent Philosophy. **4 hrs.**
The history of philosophy in the nineteenth and twentieth centuries, with attention to the concept of the person in idealism and existentialism, and to the challenge of positivism and the rise of analytic methods which supersede that doctrine.

23. Oriental Philosophy. 3 hrs.
A survey of representative philosophical schools in India and China, including Hindu, Buddhist and Confucian epistemology and metaphysics, with emphasis on the concepts of personal identity and on principles of human relations.

30. Philosophy of History. 3 hrs.
Inquiry into the major philosophies of history, both speculative and analytic; problems in values emphasized in the context of the interpretation of the meaning of the human experience. *Not open to freshmen, except by permission of the instructor.*

31. Philosophy of Mind. 3 hrs.
Analysis of some particular features of thinking such as intending, conceiving, imagining, remembering, and deciding. Can I feel your pain? Does physics describe all the things there are in the world, or does thinking involve things the laws of physics do not cover? *Not open to freshmen, except by permission of the instructor.*

34. Philosophy of Religion. 3 hrs.
Analysis of problems arising in Christian frameworks of thought, such as the problem of evil, the existence of the traditional God, the meaning of religious language, and the relation between reason, faith, and revelation; emphasis is placed on constructive solutions. *Not open to freshmen, except by permission of the instructor.*

35. Philosophy of Science. 3 hrs.
Can scientific knowledge be built up systematically only from observations and experiments? What role do values play in science? What criteria are there to decide between competing theories about the same phenomena? *Not open to freshmen, except by permission of the instructor.*

36. Society and Values. 3 hrs.
Social philosophy concentrating on the concepts and methods of the social sciences, with particular attention to public policy issues which involve normative considerations of justice, freedom, equality, order and human rights. *Not open to freshmen, except by permission of the instructor.*

37. Philosophy of Education. 3 hrs.
Philosophical examination of theories of education from Plato to Dewey in the light of good aims in life and in society, with attention to the place of mind, reason, and ethics in the schools in contemporary analyses. *Not open to freshmen, except by permission of the instructor.*

40, 41. Topics. Each 3 hrs.
Directed readings and tutorials in selected topics. *Prerequisites:* one other course in the department and consent of the instructor.

44. Metaphysics and Epistemology. 3 hrs.
Analysis of topics about knowledge and reality. How does thought correspond to different kinds of objects in the world? *Prerequisite:* at least one course from among 5, 20, 21, 22.

46, 47, 48, 49. Seminar. Each 2 hrs.
Independent study in a system of thought or on a topic. An option to write a senior thesis. Critical discussion between members of the seminar. *Prerequisite:* major or minor in the department.

Physical Science

Holloway, Dahiya, Hickman, Sheppard, Wiest

The Department of Physical Science is a multidisciplinary department including the areas of astronomy, geography, geology, physics, and the physical sciences for the non-science majors. The program provides for a B.A. major and a minor in physics as well as two interdisciplinary majors: a B.S. degree in engineering physics to prepare students to work in technological development; and a B.S. degree in health physics to prepare students to work in the area of radiation protection in nuclear power plants, hospital and governmental laboratories, and other situations in which radioactive isotopes are prepared or used.

B.A. Major in Physics:

Math 20, 21, 32, plus 26 semester hours of physics which must include Physical Science 11, 12, 21, 22, 35, 36, 38 (or Chemistry 45), 52.

Minor in Physics:

16 semester hours of physics from the above list of courses available for the B.A. major.

B.S. Major in Engineering Physics:

Physical Science 11, 12, 21, 22, 23, 24, 31, 35, 36, 41, 42, 52; Chemistry 1, 2, 45 (or Physical Science 38); Math and Computer Science 5, 6, 10, 13, 20, 21, 30, 35, 38, 48, (students with strong backgrounds in algebra and trigonometry may begin with Math 20).

B.S. Major in Health Physics:

Physical Science 11, 12, 21, 22, 23, 24, 31, 44, 45, 46, 47, 52; Chemistry 1, 2, 21, 22, 25, 26, 27, 28; Biology 1, 2; Math 10, 13, 20, 21 (students with strong backgrounds in algebra and trigonometry may begin the math sequence with Math 20), English 11. Suggested electives: Chemistry 41; Biology 4, 11.

1, 2. Concepts of Physical Science. Each 3 hrs.
An introductory course in physical principles for non-science majors. The course emphasizes classical as well as modern theories of science and their practical applications to everyday living. Lectures, demonstrations and laboratory experiences. *Prerequisite:* Proficiency in basic Algebra or permission of instructor. 1 is prerequisite for 2.

3, 4. Physical Science for Teachers. Each 3 hrs.
An introductory course in the physical sciences for elementary education majors with emphasis on teaching methods. Consists of both lecture and laboratory experiences. *Freshman or sophomore year only.* 3 is prerequisite for 4.

5, 6. Geology. Each 3 hrs.
A general introduction to the study of the earth including the processes operating on and within the earth. A physical and biological history of the earth. Lecture and laboratory experiences. 5 is prerequisite for 6.

7, 8. Astronomy. Each 3 hrs.
A general introduction to the study of astronomy. Composition, structure, motion and evolution of the universe. Lecture and laboratory experiences. 7 is prerequisite for 8.

11, 12. General Physics. Each 4 hrs.
An introductory course in mechanics, heat, sound, electricity, magnetism, and light designed for the science major. Consists of both lecture and laboratory. *Prerequisites:* demonstrated knowledge of algebra and trigonometry. 11 is prerequisite for 12.

21. Light and Atomic Physics. 3 hrs.
Kinetic theory, charged subatomic particles, atomic interactions with radiation, photon mechanics and relativity, Bohr theory, quantum mechanics, quantum theory of solids. *Prerequisite:* Physical Science 12. *Corequisite:* Math 20.

22. Light and Atomic Physics Laboratory. 1 hr.
Experiments in physical optics, atomic absorption and emission of light, microwaves, ratio of electronic charge to mass, x-rays and crystal structure, cloud chamber, nuclear magnetic resonance. *Corequisite:* Physical Science 21.

23. Nuclear Physics. 3 hrs.
Particle accelerators, detection of charged particles, the neutron, nuclear stability, nuclear reactions, nuclear forces, nuclear shell model, beta decay, particle physics. *Prerequisite:* Physical Science 21. *Corequisite:* Math 21.

24. Nuclear Physics Laboratory. 1 hr.
Experiments in detection of charged particles, detection of neutrons, detection of gamma rays, counting statistics, radiation shielding, stopping power, calibration of the long counter, calibration of the scintillation counter, semiconductor detectors, the multichannel analyzer, time-of-flight techniques, analysis of bubble chamber photographs, detection electronics. *Corequisite:* Physical Science 23.

31. Electronics. 3 hrs.
Topics include D.C. and A.C. circuits, and characteristics and uses of semiconductor devices. A study of rectifiers, amplifiers, oscillators. Class time includes lectures and laboratory experiments. *Prerequisite:* Physical Science 12.

32. Digital Electronics. 3 hrs.
Representation of digital information; combinational logic networks; integrated circuit technology; computer equipment; microprocessors; logical design of minicomputers. Includes lecture and laboratory. *Prerequisite:* Physical Science 31.

35. Electromagnetic Theory. 3 hrs.
Vector analysis, electric and magnetic fields, solution to Laplace's equation in spherical and cylindrical coordinates, electrostatic images, polarization, dielectrics, electrostatic and magnetic energy, electric current, Biot-Savart law, electromagnetic induction, Kirchoff's laws, the differential equations of circuits, Maxwell's equations, electromagnetic waves. *Prerequisites:* Physical Science 12; Math 32.

36. Theoretical and Applied Mechanics. 3 hrs.
Vector concepts, Newtonian Mechanics, Linear Oscillations, Lagrangian and Hamiltonian Dynamics, Central-Force Motion, Dynamics of Rigid Bodies. *Prerequisites:* Physical Science 12; Math 32.

38. Engineering Thermodynamics. 3 hrs.
The principles and applications of thermodynamics. Topics include the first and second laws of thermodynamics, reversibility, PVT surfaces, non-ideal gas equations, enthalpy, entropy, heat engines and heat pumps, carnot cycle, efficiency, Maxwell's equations, thermodynamics of flow processes, analysis of systems. *Prerequisites:* Physical Science 12; Math 21.

39. Intermediate Engineering Laboratory. 1 hr.
Experiments in mechanics and thermodynamics, including

steam turbine, internal combustion engine, wind tunnel, motion with two reference systems, stress and strain, gyroscopic motion, harmonic motion, refrigeration cycle, thermopile. *Prerequisite:* Physical Science 12.

41. Material Science. **3 hrs.**
Crystal structure, crystal defects, stress, strain, theories of hardness, theories of failure, basic principles of metallurgy. *Prerequisite:* Physical Science 12. *Corequisite:* Math 30.

42. Solid State Physics. **3 hrs.**
Thermal, optical, and electronic properties of solids. Semiconductive devices including transistors, tunnel diode, semiconductor laser, and the LED. Magnetism, magnetic resonance and superconductivity. *Prerequisites:* Physical Science 21, 41.

43. Solid State Laboratory. **1 hr.**
Properties of intrinsic and extrinsic crystals are measured. Experiments to be performed include: X-ray spectrometry of crystals, the Hall effect, pure and doped crystals; magnetic resonance, Mossbauer spectrometry, super conductivity. *Prerequisite:* upper class standing.

44, 45. Health Physics. **Each 3 hrs.**
Radioactivity, interaction of radiation with matter, radiation quantities and units, stopping power, range-energy relationships, counting statistics, shielding, dosimetry, waste disposal, criticality prevention, radiation biology and ecology. *Prerequisites:* Physical Science 22; Math 21. 44 is prerequisite for 45.

46, 47. Health Physics Laboratory. **Each 2 hrs.**
A laboratory designed to teach the practical aspects of health physics. Includes experiments in instrumentation, dosimetry, radiation control techniques, medical health physics, environmental monitoring, handling emergency situations and applied health physics. *Corequisites:* Physical Science 44, 45. 46 is prerequisite for 47.

48. Electro-Optics Laboratory. **1 hr.**
Measurements in modern optics involving electromagnetic theory. Experiments include Kerr effect, electron beam optics, fiber optical wave guides, monochromator, ruby laser, nonlinear optics, nitrogen laser, tunable dye laser, excitation of atoms with laser beams. *Prerequisites:* Physical Science 21, 22. *Corequisite:* Physical Science 35.

51. Special Topics. **1-3 hrs.**
A study of selected areas of physics and engineering such as quantum mechanics, fluid mechanics, and heat transfer. *Prerequisites:* Physical Science 12; Math 21.

52. Seminar. **1 hr.**
Majors in the department will select a topic on which to pursue research. This may include a literature search, a theoretical calculation or laboratory research. A paper will be submitted and an oral presentation will be given. The research is expected to represent some originality. Required of and restricted to senior majors.

Psychology

Richard Calef, Ruth Ann Calef, Hiedemann, E. Piper

It is the purpose of this department to aid the student in adjustment to himself and others and in the acquiring of a liberal education, and to provide preparation for graduate study in the form of basic mastery of content, the scientific method and in independent study.

Requirement for Major:

The Psychology department has two major tracks. Track I is designed for majors who do not plan to do graduate work in psychology. It consists of:

Psychology 1	3 hrs.
Psychology 9 (Tests and Measurements)	3 hrs.
Psychology 11 (Experimental)	4 hrs.
Psychology electives	14 hrs.
	24 hrs.

Track II is designed for students who want a departmental recommendation for graduate school in psychology. It consists of:

Psychology 1	3 hrs.
Psychology 2 or 4	4 hrs.
Psychology 10 (Physiological)	3 hrs.
Psychology 12 (Experimental) and 21	8 hrs.
Psychology 17 (History)	3 hrs.
Psychology Elective	3 hrs.
	24 hrs.

In most cases, students should choose their major track by the first semester of their sophomore year.

Requirement for Minor:

15 semester hours, including Psychology 1.

1. General Psychology. **3 hrs.**
A survey of basic concepts in psychology including physiological mechanisms, motivation, learning, personality, testing, abnormal behavior and psychotherapy, development, social processes and intelligence.

2. Perception and Information Processing. **4 hrs.**
An introduction to major issues in sensation, perception, psychophysics, and human information processing. Laboratory experience with perception research. *Prerequisite:* Psychology 1.

3. Child and Adolescent Psychology. **3 hrs.**
The course is designed to acquaint the student with the changing psychological patterns of behavior that occur between conception and maturity. Students with credit in Psychology 23 may not enroll. *Prerequisite:* Psychology 1.

4. Learning and Memory. **4 hrs.**
An introduction to current developments in cognitive psychology, including attention, pattern recognition, the memory systems, psycholinguistics, problem solving, and thinking. Laboratory sessions provide experience in cognitive research. *Prerequisite:* Psychology 1, junior or senior standing.

5. Business and Industrial Psychology. **3 hrs.**
Designed to help students to understand, to appreciate and to apply basic psychological processes relevant to administration and organization in business and industry. This course is designed for students in Business and may be credited toward a major in the field. *Prerequisite:* Psychology 1.

6. Social Psychology. **3 hrs.**
A survey of theory and research regarding social influences on individual behavior and the application of these findings to selected social issues, such as child-rearing practices, group dynamics, racial and sex stereotyping, and social conflict. Lectures and discussion. *Prerequisite:* Psychology 1 or Social Science 3.

7. Psychology of Personality. **3 hrs.**
A survey of methods, findings, and theories relating to the psychology of personality. Personality development, motivation, influences that contribute to adjustment and maladjustment; varieties of adjustive behavior, and influence of cultural forces. *Prerequisite:* Psychology 1.

8. Abnormal Psychology. **3 hrs.**
Under discussion will be basic concepts of abnormality with particular emphasis on the major psychoses, psychoneurotic reactions, and psychosomatic complaints. *Prerequisite:* Psychology 1. Open only to upper level students.

9. Psychological Tests and Measurements. **3 hrs.**
Theory of psychological measurement, methods of evaluating tests, review and practical application of the most commonly used psychological tests. *Prerequisite:* Psychology 1, junior or senior standing.

10. Physiological Psychology. **3 hrs.**
Structure and function of the nervous, sensory and muscular system; their roles in emotion, motivation, learning and behavioral disorders; regulatory mechanisms and effects of drugs and environmental agents on functioning. *Prerequisite:* Psychology 1.

11. Experimental Psychology. **4 hrs.**
An introduction to experimental methods in psychology emphasizing practice in formulating and investigating research problems, developing skill in writing scientific reports and applying learning principles in the laboratory setting. *Prerequisite:* Psychology 1.

12. Experimental Psychology. **4 hrs.**
A survey of the theories and research in learning and motivation. An experimental project and review of the literature in a specific area of research will be required of the student as well as laboratory experience in instrumentation. *Prerequisites:* Psychology 1, 21.

13. Human Relations Training. **3 hrs.**
A practicum designed to provide supervised first-hand experience in interpersonal communication. Intended primarily for students planning to enter the counseling or personnel fields, this course seeks to develop skills in attentiveness to verbal and non-verbal cues in identifying and understanding other people's feelings. *Prerequisite:* Upper level course work in Psychology.

14. Psychology of Religion. **3 hrs.**
An in-depth study of primary source readings of various psychological interpretations of religion, this class employs a seminar format, with classroom reports and discussion. Includes material from both Western and non-Western religion. *Prerequisite:* consent of instructor.

15. Behavior Modification. **3 hrs.**
The application of the learning and motivation principles of Skinner, Pavlov, Hull and Wolpe to abnormal psychology, mental retardation, education, industry and life in general. Beneficial to people who wish to pursue some avenue of

counseling, or have intention of working in hospitals or clinics. *Prerequisite:* Psychology 1.

16. Readings in Psychology. 1-3 hrs.
Directed readings or library research approved by the department. Conferences. Open only to juniors and seniors majoring or minoring in psychology. Maximum 3 hrs. credit.

17. History of Psychology. 3 hrs.
Developmental trends in the history of psychology. Growth of major schools of thought, and evolution of leading concepts. A critical appraisal of the major trends in contemporary psychology. (Course designed for psychology majors.) *Prerequisite:* Psychology 1 and upper class status.

18. Research in Psychology. 2 hrs.
Open to senior psychology majors. Students will gain experience in reviewing the literature on a specific research topic in experimental psychology and designing an experiment based on the previous research. *Prerequisite:* Psychology 12.

19. Research in Psychology. 2 hrs.
Open to senior psychology majors. Students are given the experience of conducting laboratory research and topic reviewed in Psychology 18, analyzing the data and using APA standards in writing the lab report associated with the experiment. Interested students are strongly encouraged to take both Psychology 18 and 19. *Prerequisite:* Psychology 18.

20. Theories of Counseling. 3 hrs.
This course is a survey of the major contemporary theoretical approaches to counseling. Methods of counseling derived from each theory are presented in readings and demonstrations. The course may be of interest to students who are considering careers in clinical, counseling or school psychology, psychiatry, social work, guidance, or pastoral counseling. *Prerequisite:* Psychology 1.

21. Statistics and Methodology in the Behavioral Sciences. 4 hrs.
Components of research design, scales of measurement, descriptive statistics, probability, and inferential statistics with emphasis on relating statistical techniques to general strategies of research in the social sciences, including laboratory with complete applications.

22. Special Topics. 1-3 hrs.
Readings, projects, or seminars in topics of special interest to psychology faculty will be scheduled when possible. *Prerequisite:* Psychology 1.

23. Lifespan Developmental Psychology. 3 hrs.
A chronological survey of major developmental tasks and issues from conception to death. The main organizing framework is provided by psychosocial theory. Special consideration is given to the application of theory and research to the responsibilities of parenting and of various helping professions. Students with credit for Psychology 3 may not enroll. *Prerequisite:* Psychology 1.

32. Comparative Psychology. 3 hrs.
The study of animal behavior viewed from conceptual framework of comparative psychology and ethology. Areas include comparative and ethological methods, fixed-action patterns, imprinting and critical periods, biological constraints on behavior and conditioning, species specific defense reactions and aggression, social organization, and a sampling of human ethology. Opportunities for student research. *Prerequisites:* Psychology 1 and either Psychology 2, 4, 10, 11 or 12.

Religion

Bercovitz, Gurdak, Holmes, Welliver

The courses in Religion contribute to education in the humanities through their consideration of man in terms of his religious insights, commitments and traditions. Such study of religion encompasses scriptural foundations, historical development, theological reflection and social-cultural expression. In keeping with the tradition of the College, Christianity receives particular attention as a basis for understanding the heritage of the Western world.

The major or minor is appropriate for persons preparing for professional theological study or church-related vocations. However, it is recommended for any student interested in man and his cultural development.

Requirement for Major:

24 semester hours beyond the introductory course (1, 2), including 3, 10 or 11, 12 or 13, 20, and 25 or 26. Students anticipating a major should elect 1, 2, or 10 (with permission of the instructor) as their initial course. Seniors must complete a comprehensive examination.

Requirement for Minor:

15 semester hours

1. Introduction to Religion. 3 hrs.
Basic religious questions; exploration of religious approaches to questions of truth, value judgments, and problems of personal and social existence.

2. Introduction to the Bible. 3 hrs.
A study of the Biblical literature, its origin in the Jewish and Christian communities, and the literary and cultural developments involved in its emergence as the norm of faith for those communities.

3. The Christian Tradition. 3 hrs.
A study of ideas and movements in Christianity; selected thinkers in the early and medieval periods of the church; the Reformation; Catholicism and Protestantism in the modern world.

4. Religion in America. 3 hrs.
An introduction to the history of religion in America through the study of selected readings on the meaning of the American experience. Special attention is given to the question of American civil religion.

10. Old Testament Studies I. 3 hrs.
An examination of the history and religion of Israel in the pre-exilic period, with special attention given to Biblical perspectives and methods of study. This course is intended for majors and others planning additional study of the Bible. *Prerequisite:* one course in the department or permission of instructor.

11. Old Testament Studies II. 3 hrs.
Selected groups of Old Testament writings — prophets, psalms, wisdom and apocalyptic literature — beginning at the time of the exile. *Prerequisite:* Religion 2 or 10.

12. New Testament Studies I. 3 hrs.
The mission and message of Jesus as presented in the Synoptic Gospels; methods of interpretation. *Prerequisite:* Religion 2 or 10.

13. New Testament Studies II. 3 hrs.
Early Christian faith and life, studies in writings selected from Pauline letters, Acts, Johannine literature, later epistles or Revelation. *Prerequisite:* Religion 2 or 10, or 12.

14. Religious and Cultural World of the Bible 3 hrs.
Examinations of religious and ethical ideas of the Biblical period. Selections will be made from materials from the Near East relevant to the Old Testament, intertestamental literature, or Jewish and Hellenistic background to the New Testament. *Prerequisite:* Religion 2 or 10. *Offered in alternate years.*

15. Major Themes in Biblical Thought. 3 hrs.
Study of selected ideas in Biblical theology — such as man, sin and suffering, creation and world, faith, revelation, Christ and salvation, covenant, church and kingdom of God. *Prerequisite:* Religion 2 or 10. *Offered in alternate years.*

20. Basic Christian Faith. 3 hrs.
An introductory study of basic elements of Christian theology. Emphasis is placed on the situation and interpretation of the Christian faith in the modern world. *Prerequisite:* one course in the department.

21. Modern Christian Thought. **3 hrs.**
A seminar on selected Christian thinkers since 1800. Recommended for upperclassmen. Selections will vary from year to year. *Prerequisite:* one course in the department.

22. Christianity and the Social Order. **3 hrs.**
An introductory study of such issues as technology, food and hunger, ecology, education, and vocation. Inquiry into the relation of the Christian faith to society and responsibility for the world. *Prerequisite:* one course in the department.

23. Christianity and Modern Civilization. **3 hrs.**
A survey of the interrelationships between Christianity and modern civilization including science, education, art, and literature. *Prerequisite:* one course in the department. *Offered in alternate years.*

24. Major Religious Thinkers. **3 hrs.**
Studies in the history of religious thought. The course will examine significant thinkers, trace a major religious concept in several historical expressions or investigate a period of special religious importance. The subject matter will vary from year to year. *Prerequisite:* one course in the department.

25. Great Living Religions I. **3 hrs.**
A historical study of Judaism and Islam with particular emphasis on current expressions of faith and practice and the role of these traditions in contemporary culture and politics. Fulfills general education requirement in religion.

26. Great Living Religions II. **3 hrs.**
A historical study of the faith and practice of Hinduism and Buddhism including a consideration of the current state of East-West interreligious dialogue. Fulfills general education requirement in religion. May be taken without Great Living Religions I.

30. Special Topics in Religion. **Each 1-3 hrs.**
Inquiry into selected issues in the field of religion or problems of interdisciplinary scope, pursued through special reading-research projects or seminar. The subject matter will vary from year to year. *Prerequisite:* Permission of the instructor.

Greek

40, 41. New Testament Greek. **Each 3 hrs.**
Elementary Hellenistic Greek grammar oriented toward the reading of the Greek New Testament. This course may not be counted toward general education in religion or included in the minimum hours required for a major or minor. *Offered in alternate years.*

42, 43. Readings in New Testament Greek. **Each 1-3 hrs.**
Additional experience in translation and in using resources for philological study of the New Testament. *Prerequisites:* Religion 40, 41. *Offered in alternate years.*

Sociology and Anthropology

Warner, Bailey, Bright, Flaxer, Olson, Peterson

The Sociology and Anthropology Department assists students in developing their understanding of the general character of human relationships, and the specific nature and processes of group life and interaction. In addition to the traditional major in the department, students may seek majors in the three human services curricula or the regional development curriculum. Students majoring in the department are prepared for graduate programs if they should choose such, but if not, they are prepared for careers in which they can work with people.

Requirement for Major:

25 semester hours including 1, 2, 29, 52, and 59. Psychology 6 may be credited toward the major. The department strongly recommends that majors elect at least one course in each of the other social sciences. Students planning graduate study should elect a course in statistics and computer programming.

Requirement for Minor:

15 semester hours, including 2 and 52.

Requirement for Minor in Anthropology:

15 semester hours, including 1, 41, 42 and 49. January Term courses in Magic, Witchcraft, Cults and Religions, and 3 semester hours of Native American Studies (a summer course), as well as Readings and Special Projects in Anthropology may be credited toward the minor.

Regional Development Major:

For a description of the Regional Development major, see page 63. The major is offered through the Department of Sociology and Anthropology.

The Human Services Curricula:

The department offers three career-oriented majors, all stressing work in various departments in the Division of Social Sciences. For a description of the Social Welfare, Youth Services, and Rehabilitation majors, see pages 61-63.

1. Introduction to Anthropology. **3 hrs.**
An investigation into human differences and similarities through time and space and an examination of the interaction of biological, cultural and ecological factors in the development of humans and their extremely diverse life styles. Archaeology, linguistics, physical anthropology and cultural anthropology are introduced together with topics such as marriage, kinship, economic systems, political organization, subsistence systems, technology, religions and cultural change.

2. Principles of Sociology. **3 hrs.**
An introduction to the traditions, concepts, and methods of social inquiry. The course examines man's highly structured organizational and institutional life, and his more transitory collective behavior. Social processes such as socialization, culture creativity, conflict and change are also treated.

11. Appalachian Studies. **3 hrs.**
The study of a rural, depressed region includes discussion of the role of coal in the life of the region, poverty, community life, migration, folk arts and crafts, and social change.

12. The Sociology of Change and Development. **3 hrs.**
The study of the human dimensions of societal development and change. Course includes theoretical approaches to social change and development, comparative considerations of the characteristics of underdeveloped and developing societies, and the relationship between social policy and social change.

13. Urban Sociology. **3 hrs.**
The history, growth, and impact of urban life on modern society with attention to urban problems, issues in the developing nations, and characteristics of the urban environment.

16. Social Organization. **3 hrs.**
The dynamic patterns which emerge in man's community and organizational life. Interprets how these patterns both enable man to act and limit freedom to act. Topics include the ways in which associations, from small groups to large organizations and communities, emerge, grow, and change over time. Opportunities for field and laboratory study of the organizational process.

21. Juvenile Delinquency. **3 hrs.**
A survey of public attitudes toward juvenile delinquency and official responses to delinquent children. The course deals with various theoretical explanations of delinquency, various "treatment" methods, as well as methods of prevention.

22. Criminology. **3 hrs.**
A study of the social characteristics of the phenomenon of crime. Course includes etiology, consideration of demographic factors, the role of socialization in the structure of criminal behavior, prison life and prisonization, reform, rehabilitation, prevention, and directions for future planning. This course includes a special section on rural crime.

23. Social Inequality. **3 hrs.**
Studies the process by which people are ranked in hierarchies of class, status and power. Examines the American class structure and other societal systems such as caste, estate, socialism, and meritocracy. The course analyzes the consequences of inequality for society (poverty and the "power elite"), and for individuals (life chances and life styles.)

24. Racial and Ethnic Minorities. **3 hrs.**
A study of racial and ethnic minorities in the U.S.A., South Africa, Zimbabwe, the U.S.S.R., Latin America, and Gypsies of Europe. Major theories of racial conflict and interracial tensions throughout the world; methods of reducing tensions and working toward pluralism, assimilation or integration.

25. Marriage and the Family. **3 hrs.**
Study of the development of the family through its various forms in past and present, in Western and non-Western cultures; preparation for marriage; pre-marital norms; contemporary family patterns and relationships; parent-child relationship; family disorganization and reorganization; effects of social change on the family.

26. Population and Society. **3 hrs.**
The examination of demographic processes relating to human populations, and their effects on society. The course treats issues of population composition and distribution, fertility, mortality, migration and the "growth problem." It examines techniques of population measurement and also looks at societal responses to population changes.

27. Conflict and Conflict Resolution. **3 hrs.**
An overview of the theories, causes, and dynamics of social conflict, with an emphasis on conflict resolution from a sociological point of view. Examines conflicts experienced at the inter-group, inter-organizational, and international levels.

28. Sociology of Religion. **3 hrs.**
Religious experience and organizational life are examined from a scientific sociological perspective. Emphasis is placed on the emergence and change of religious organizations (church-sect, etc.), their relationship to other social institutions, and the potential of religion for fostering cohesion, conflict and change in society. Includes topics such as civil religion, secularization, ecumenism, and religion and war.

29. Research Methods in the Social Sciences. **3 hrs.**
The course introduces statistical method and interpretation, planning and developing research projects, use of computers in social research, the meaning and limits of scientific investigation, and various methods of social research. *Prerequisites:* Soc. 2 plus six hours in the department.

31. Social Welfare. **3 hrs.**
Traces the historical emergence of the American Social Welfare Institution and compares it to other nations' welfare systems. Examines the structure and functions of current welfare systems with a focus on their problems and accomplishments. Forecasts future developments and looks at issues relevant to the social welfare practitioner. *Prerequisite:* Sociology 2.

32. Social Work Methods and Practice I. **3 hrs.**
The practice of social work and the methods used by the profession in carrying out its charge. The course presents social work as a generic (micro-macro) undertaking, and examines a number of fundamental theories necessary to the beginning social worker. Emphasis on the integration of social work into its bureaucratic and political context. *Prerequisites:* Sociology 2, 31.

33. Social Work Methods and Practice II. **3 hrs.**
The generic problem-solving processes used in the professional practice of social work, comprising social worker roles, relationship skills, problem-identification skills, contracting for change, documentation, evaluation, termination and client rights. Emphasis placed upon learning practical professional skills. *Prerequisites:* Sociology 2, 31, 32; Psychology 3.

35. Group Dynamics. **3 hrs.**
Various processes including interaction patterns, normative development, and leadership in small groups. Laboratory experiences. Analysis of personal growth groups and the social group work process. *Prerequisites:* Sociology 2 plus 6 hours in the Department. Priority given to majors.

36. Sociology of Health. **3 hrs.**
An examination of the relationship between social conditions and the factors which influence health and the development of disease. The social facets of health and illness, the social functions of health institutions and organizations, the relationship of health care delivery to other social systems, and the social behavior of health personnel and consumers of health care.

38. Youth Services Seminar. **2 hrs.**
Designed for Youth Services majors or others interested in working with young persons as a career. Major topics included are residential child care, strategies for youth services, enabling "troubled youths" to gain social skills, theories of child care, and the "spectrum and continuum of child care." *Prerequisites:* Sociology 2, Psychology 3, and Junior standing. (Youth Services majors should take this class prior to the urban semester.)

41. Cultural Anthropology. **3 hrs.**
A study of the various branches, history, scope, and organization of culture. The growth of culture, theories, universals, material culture, economic organization, social and political organization, social control, world view, linguistics, and the relation of culture to the individual are discussed. *Prerequisite:* Soc. 1 or permission of instructor.

42. Archaeology. **3 hrs.**
An introduction to a scientific technique for the removal from the earth of cultural evidence concerning the activities and works of man in the past, including identification, preservation, and interpretation of such material. *Prerequisite:* Soc. 1.

49. History and Theory of Anthropology. **3 hrs.**
An upper-level study of the development of Anthropology from early days to the present, looking at the major contributors and the major approaches to anthropological integration. *Prerequisites:* Sociology 1, 41, and junior or senior standing.

51. Readings and Special Projects in Sociology and Anthropology. **Each 1-3 hrs.**
This course allows professors in the department to offer, from time to time, various classes of topical interest, classes which might be offered only one time.

52. Social Theory. **3 hrs.**
A review of the major sociological theorists and schools of thought from Comte to Ethnomethodology and Critical Theory. *Prerequisites:* Soc. 2 plus nine hours in the department.

59. Senior Sociology Seminar. **1 hr.**
A class limited to seniors in the department, this seminar requires participants to present their "senior paper." All members of the seminar must participate fully in responding to class presentations.

Speech Communication and Dramatic Arts

Norvell, Eckles, Hopkins, R. Moore, C. Presar, S. Presar, Reed

The Department of Speech Communication and Dramatic Arts serves to help the student achieve effective, artistic, and creative self-expression in response to his environment. Recognizing that communication is the basis of all human interaction, the department provides speech communication and theatre experiences that may be helpful to all students.

Non-majors, as well as majors, are encouraged to benefit from a flexible program of courses and co-curricular activities. Students may consult with any departmental faculty in order to select courses which may prove most helpful in achieving individual goals.

The Department of Speech Communication and Dramatic Arts offers the following choices in areas of concentration:

Speech Communication and Dramatic Arts (major)
Speech Communication (major and minor)
Mass Communication (minor)
Dramatic Arts (major and minor)

Requirement for Speech Communication and Dramatic Arts Major:

36 semester hours including Sp. Comm. 4, 33, 35, 36; Dram. Arts 3, 5, 13, 22, 30 or 32; Sp. Comm. 42 or Dram. Arts 49; four semesters of participation in intercollegiate forensics, West Virginia Wesleyan College Theatre, or WVWC-FM Radio, at least one semester of which must be in forensics and one in theatre.

Requirement for Speech Communication Major:

27 semester hours above Sp. Comm. 11, including 4, 21, 31, 33, 35, 36, 42 (Dramatic Arts 22, 23, 26, 27 may be credited toward a major but not toward a minor); Psychology 1 is required but will not substitute for Speech Communication courses; four semesters of participation in intercollegiate forensics or WVWC-FM Radio, at least two semesters of which must be in forensics.

Requirement for Speech Communication Minor:

15 semester hours above Sp. Comm. 11, including 4, 33, 35, 36; two semesters of participation in intercollegiate forensics or WVWC-FM Radio, at least one semester of which must be in forensics.

Requirement for Mass Communication Minor:

20 semester hours in addition to Sp. Comm. 11, including 21, 24, 25, 28, and 42, Business 73 and English 9. Electives chosen with approval of advisor — e.g., Sp. Comm. 4, 33, 35, 36, Psychology 5; two semesters of participation in WVWC-FM or *PHAROS* or equivalent, one of which must be in broadcasting.

Requirement for Dramatic Arts Major:

33 semester hours, including 3, 5, 13, 15, 22, 23, 30, 31, 32, 41, 49, and Speech Communication 4; major responsibilities in at least four full-length West Virginia Wesleyan College Theatre productions. (Speech Communication 6 and English 32 and 33 may be credited toward a major.)

Requirement for Dramatic Arts Minor:

18 semester hours, including 3, 5, 13, 22, 23; one of the following: 30, 31, 32; major responsibilities in at least two full-length West Virginia Wesleyan College Theatre productions.

Speech Communication

Courses and co-curricular activities offered in speech communication are designed to provide theory and experiences in all aspects of interpersonal and audience-oriented transactions. Students will be provided a broad background on which to base graduate study in areas such as communication, public address, or public relations. Others may develop the knowledge and skills necessary for certain occupations in communication, business, or service-oriented fields.

4. Voice and Diction. **3 hrs.**
A study of the physical production, resonation, and articulation of sound for normal human speech, with an introduction to the international phonetic alphabet. The student is introduced to exercises which may help him develop a strong, flexible, resonant voice and good diction.

6. Creative Dramatics. **3 hrs.**
The study of creativity, its role and application in dramatics, and the manner in which creative dramatics assists in the intellectual, physical, and intuitive development and growth of children and youth.

8. Novice Intercollegiate Debate. **1 hr.**
A course designed to provide a fundamental knowledge and experience in debate. The student may participate in intercollegiate debate tournaments on the beginning level. *May be repeated two times for credit.*

9. Intercollegiate Debate. **1 hr.**
This course encompasses all work necessary to prepare a student for successful participation in intercollegiate debate. This includes activities such as research in a specific area, practicing techniques of communication and persuasion, and studying the principles of logic and analysis of policy changes. May be repeated six times for credit. *Prerequisites:* Sp. Comm. 11 and consent of the instructor.

11. Fundamentals of Speech Communication. **3 hrs.**
An introduction to the fundamental concepts involved in any communication situation. Contemporary theories in intrapersonal, small group, and audience-oriented communication will be tested through practical experience. *Prerequisite:* Sophomore standing.

15. Speech and Language: Development and Correction. **3 hrs.**
A study of speech and language development in the child with an introduction to the causes and treatment of speech defects. Students will become familiar with techniques for helping the child develop good speech patterns and with referral procedures for children in need of pathological care. The course will be useful to anyone planning to work with children and youth.

21. Introduction to Mass Media. **3 hrs.**
The historical development of mass media, the different types of media, including print, radio, television and film, government and special control, FCC laws, ethics and responsibility, and the effects of the mass media on our present society and future.

24. Introduction to Radio Broadcasting. **1 hr.**
The student will become a regular staff member of WVWC-FM radio, participating in all station activities and meeting the requirements of three hours per week air time and two in a responsible station service position. *Prerequisites:* Sp. Comm. 11; major, minor in department or instructor's permission.

25. Basic Television Production. **3 hrs.**
Students are trained in the operation of various types of television studio production equipment, gain experience as crew members in several television studio positions, and have the opportunity to produce various types of television programs. *Prerequisites:* Sp. Comm. 11; major, minor in department or instructor's permission.

28. Broadcasting Practicum. **1 hr.**
Opportunity to assume responsibility for advanced work in either radio or television. Accepting a post for a specialized program or position allows the student to be intimately involved with the planning and operation of the radio station or the television studio. *Prerequisites:* Sp. Comm. 11; major, minor in department or instructor's permission.

31. Theory and Research Methods in Speech Communication. 3 hrs.
The nature of theories on human communication, with a focus on the purpose of theories. The history of communication theory, predominant current theories, and particular qualitative, quantitative, laboratory, field, and historical/critical methodologies will be discussed. Students will criticize published studies on theoretical and research bases. *Prerequisite:* Sp. Comm. 11 or permission of instructor.

33. Interpersonal and Small Group Communication. 3 hrs.
A study of dyadic and group process, with an introduction to the history of communication. Students will become familiar with communication models, theory, socioemotional climate, decisionmaking, leadership, nonverbal dimensions, overall interpersonal perspectives, and communication evaluative techniques. *Prerequisite:* Sp. Comm. 11.

35. Public Address. 3 hrs.
The course combines traditional concepts of rhetorical theory in its historical form with contemporary research on persuasion theory. The student will examine, through lectures, discussion and readings, speech delivery techniques, evidence and reasoning used in a speech, critical characteristics of the audience, and related concepts. The student will research, organize, and deliver several different types and forms of speeches. *Prerequisite:* Sp. Comm. 11.

36. Argumentation and Debate. 3 hrs.
Study of the fundamental principles of argumentation and debate. The student will gather evidence, study contemporary persuasion and argumentation theory, and learn how to conduct himself with confidence in a verbal exchange. Participation in practice debates is required. *Prerequisite:* Sp. Comm. 11.

40. Special Topics in Speech Communication. 1-3 hrs.
Junior or senior students may research special topics in speech communication with the direction of a faculty member in the department. The project and its credits must be approved by the instructor and the department chairman. *Prerequisite:* A grade point average of at least 3.0 in a minimum of 15 hours taken in Speech Communication is desirable.

42. Seminar in Public Address. 3 hrs.
A seminar designed to study Greek, Roman, British, Indian and American rhetorical criticism. The student will learn the fundamental principles of rhetorical criticism and, through discussion and oral reports, will use these tools in analyzing historical rhetoric and in improving his own speech-making. *Prerequisite:* Sp. Comm. 35 or Mass Communication minor.

Dramatic Arts

Courses and co-curricular activities offered in dramatic arts are designed to provide experiences in all aspects of theatre and oral interpretation. Through these experiences can evolve an understanding and appreciation for total theatre. Students majoring in the department will be provided a broad background on which to base specialized graduate or professional study or direct community and organizational theatre activities. Courses and activities are open to all students who wish to nurture their appreciation for the aesthetic in theatre, and/or seek knowledge and skills applicable to education, religious and service-oriented occupations and avocational involvement in community theatre.

1. Theatre Practicum. 1 hr.
Intensive practice in the various aspects of theatre production: acting; design, building and painting scenery and properties; lighting design and execution; costume design and construction; make-up design and application; box office and promotion procedures; children's theatre; technical direction; and stage or theatre management. The student may accomplish his goals through active commitment to West Virginia Wesleyan College Theatre or Reader's Theatre productions or through practicum arranged with department faculty member. *Prerequisite:* Consent of the director or technical director of the theatre. *May be repeated for a total of 6 hrs. of credit.*

3. Introduction to the Theatre. 2 hrs.
An introduction to the production of play scripts for audiences. Readings, discussions and laboratory experiences in staging techniques and contemporary trends in design, construction, lighting, acting and directing. Theatre organization and production responsibilities will be stressed.

5. Introduction to Drama. 2 hrs.
An introduction to dramatic action, form, structure, and style through the reading, analysis and discussion of various types of plays from significant periods in the history of dramatic arts in the western world. *Required of all students planning to take courses in design, acting, directing, or dramatic literature.*

13. Stagecraft. 2 hrs.
A course dealing with the basic tools, equipment, construction techniques and painting methods found in the theatre. The building of properties and the movement of scenery will also be explored. *Prerequisite:* Dramatic Arts 3 or consent of the instructor.

15. Design for the Stage. 3 hrs.
A survey of theatre production theories and techniques. The course includes problems with costuming, make up, lighting, sound, scenery, properties, theatre management and theatre architecture. *Prerequisites:* Dram. Arts 3, 5, 13.

17. Scene Design. 2 hrs.
A combined lecture and laboratory course in contemporary theatre methods of scene design. The student will develop a number of designs along with investigating past and present theories of design. *Prerequisites:* Dram. Arts 3, 5, 13, 15.

18. Lighting. 3 hrs.
A course dealing with the basic techniques of lighting for the stage. This is designed to help students acquire competence in creating workable lighting effects for school, church, and community theatres. *Prerequisites:* Dram. Arts 3, 5, 13, 15.

22. Acting I. 3 hrs.
A combined lecture and studio course concerned with the problems of acting in relation to the theatre and actual life experience. Emphasis will be on developing relaxation, concentration, imagination, stage movement and dramatic action through basic exercises and improvisation; basic make up techniques will be explored. *Prerequisite:* Dram. Arts 5 or consent of the instructor.

23. Acting II. 3 hrs.
Continuation of Acting I with emphasis on character analysis and creation. Empathic and comic techniques will be developed through scene study and performance. Character make up techniques will be explored. *Prerequisite:* A minimum grade of C in Acting I or consent of instructor.

26. Oral Interpretation. 3 hrs.
A course providing training for the student in the techniques of dramatic reading and reader's theatre, and supporting his creativity in the planning and presentation of programs of a dramatic nature.

27. Oral Interpretation, Independent Study. 1 hr.
An extension of Oral Interpretation. A course, by private instruction, designed to assist the student in the planning and presentation of a dramatic program. *Prerequisites:* Dram. Arts 26 and consent of the instructor.

30. Classical Drama I. 3 hrs.
A comprehensive study of the literature and history of the theatre from primitive man through the Renaissance. Lectures and discussion concerning plays and historical background. *Prerequisites:* Dram. Arts 3, 5.

31. Classical Drama II. 3 hrs.
A comprehensive study of the literature and history of the theatre from the English Restoration until 1915. Lectures and discussions concerning plays and historical background. *Prerequisites:* Dram. Arts 3, 5.

32. Contemporary Drama. 3 hrs.
A comprehensive study of the literature and history of the theatre from 1915 to the present. Lectures and discussions concerning plays and historical background. *Prerequisites:* Dram. Arts 3, 5.

41. Directing. 3 hrs.
Study and experience in the director's functions in staging and producing plays for schools, churches, and community organizations. Through exercises in stage composition, movement, business, tempo, and mood, the student prepares for his final project: directing a one-act play or assisting the direction of full-length play. *Prerequisites:* Dram. Arts 3, 5, 15, 23.

45. Special Topics. 1-3 hrs.
Junior or senior students may research special topics with the direction of a faculty member in the department. The project and its credits must be approved by the instructor and the department chairman. *Prerequisites:* A grade point average of at least 3.0 in 18 hours of Dramatic Arts is desirable.

49. Seminar in Dramatic Arts. 3 hrs.
Studies will include research in dramatic criticism and special topics in dramatic arts not covered in regular course offerings. *Prerequisite:* A minimum of 20 hours in Dramatic Arts or consent of the instructor.

WESLEY CHAPEL

Register

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Assistant Dean and Coordinator Alternative Education ..... *Howard H. Bright*
Secretary ..... *Kay Tenney*

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LIBRARY
Director and Head of Reference ..... *Benjamin Crutchfield, Jr.*
Cataloger ..... *Judith R. Martin*
Reference, Head of ..... *Benjamin Crutchfield, Jr.*
Serials and Reference Librarian ..... *Mary Thiedeman*
Assistant Librarian in Reference ..... *Jacqueline Colson*
Assistant Librarian in Cataloging ..... *Carolyn Mallory*
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Library Assistant (Part-time) ..... *Dorine Brown*
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Custodial Supervisor .....
Custodial Supervisor ..... *Junior Jeffries*

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Stephen Smith, M.D.
Jeanie Wiest, M.D.

PRESIDENT OF THE COLLEGE ..... *Hugh A. Latimer*
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PSYCHOLOGIST, Staff ..... *Ruth Ann Calef*
PURCHASING, Director of ..... *Geraldine V. Linger*
REGISTRAR ..... *Linda Winspear*
SECURITY, Chief of ..... *Gerald H. Phillips*
SERVICE CENTER, Director of ..... *Howard Hiner*
STUDENT AFFAIRS, Vice President for and Dean of Students ..... *Dallas B. Bailey*
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HUGH A. LATIMER, President of West Virginia Wesleyan College

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CHARLES N. GODWIN, Charleston
HERBERT H. HENDERSON, Huntington
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DALE C. WATERS, Parkersburg
HARRIETT W. WELSHONCE, Elkins
FRANK E. WILLIAMS, JR., Buckhannon
RICHARD L. WRIGHT, Bridgeport

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JOSEPH S. BEESON, Charleston
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ROSS M. EVANS, Morgantown
THOROLD S. FUNK, Charleston
CARL V. LYON, Annandale, VA
PAUL H. SMITH, Parkersburg
JAMES R. THOMAS II, Charleston
PETER D. WEAVER, Pittsburgh, PA

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ANDREW L. BLAIR, Charleston
SUZAN E. BLY, Winston-Salem, NC
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HAROLD T. ELMORE, Buckhannon
VIOLET L. PETSO, Morgantown
MELVIN S. RISINGER, Charleston
FRANK L. SHAFFER, JR., Buckhannon
F. ROSSING SMITH, Charleston
RICHARD I. THOMAS, Pittsburgh, PA

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Adolph P. Weaver
William A. Young

The Faculty 1982-84

HUGH A. LATIMER, *President of the College*. B.S.E.E., Virginia Polytechnic Institute; LL.D., West Virginia Wesleyan College.

Dallas B. Bailey, Jr., *Professor of Sociology and Vice President for Student Affairs and Dean of Students* (1979). B.A., Salem College; M.S.W., West Virginia University; M.A., Ph.D., Kent State.

Pamela M. Balch, *Assistant Professor of Education* (1978). B.S., West Virginia Wesleyan College; M.Ed., Ed.D., West Virginia University.

Arminta T. Baldwin, *Associate Professor of English* (1966). A.B., Glenville State College; M.A., West Virginia University.

Franck Bayard, *Professor of Economics* (1967). Baccalaureate, Lycee Petion, Haiti; L.L.B., University of Haiti; M.A., Howard University.

J. Peter Bercovitz, *Professor of Religion* (1965). B.A., Occidental College; B.D., San Francisco Theological Seminary; Ph.D., University of Edinburgh.

Michael L. Berry, *Associate Professor of Mathematics* (1966). B.S., West Virginia Institute of Technology; M.A., Pennsylvania State University.

Robert S. Braine, *Professor of Health and Physical Education* (1969). B.S., Lock Haven State College; M.A.T., University of North Carolina; Ed.D., West Virginia University.

Howard H. Bright, *Professor of Sociology and Anthropology and Assistant Dean* (1967). B.S., University of Pittsburgh; S.T.B., Th.D., Boston University.

John P. Burgess, *Professor of Education* (1971). B.S., Purdue University; M.A., Ball State University; M.A.T., Miami University; Ed.D., Ball State University.

Richard S. Calef, *Professor of Psychology* (1970). B.A., Bridgeport University; M.A., Ph.D., Southern Illinois University.

Ruth A. Calef, *Associate Professor of Psychology and Staff Psychologist* (1971). B.A., North Central College; M.A., Ph.D., Southern Illinois University.

Margaret C. Campbell, *Instructor of Nursing* (1976). B.S.N. Alderson-Broaddus College.

Ernest Capstack, Jr., *Professor of Chemistry* (1964). B.S., Massachusetts Institute of Technology; M.S., University of Rhode Island; Ph.D., Brown University.

Jerri C. Carpenter, *Instructor of Business and Education* (1978). B.A., West Liberty State College; M.A.T., West Virginia Wesleyan College.

Kent H. Carpenter, *Assistant Professor of Health and Physical Education and Director of Athletics* (1969). B.A., West Virginia Wesleyan College; M.Ed., Ohio University.

Marvin H. Carr III, *Assistant Professor of Christian Education and Director of Parish Ministry* (1974). B.S., West Virginia University; B.D., Duke Divinity School; M.A., West Virginia University; S.T.M., Union Theological Seminary.

Richard C. Clemens, *Associate Professor of Business* (1977). B.B.A., Ohio University; M.B.A., Bowling Green State University.

Carl M. Colson, *Professor of Biology* (1969). B.S., University of Nebraska; Ph.D., University of Florida.

Herbert R. Coston, Jr., *Professor of History* (1962). B.A., University of Florida; B.D., Garrett Theological Seminary; M.A., Ph.D., Northwestern University.

Phyllis E. Coston, *Associate Professor of Education* (1963). A.B., West Virginia Wesleyan College; M.A., Northwestern University.

Lloyd W. Cowling, *Assistant Professor of Mathematics and Computer Science* (1982). B.S., West Virginia Wesleyan College; M.S., Virginia Polytechnic Institute.

Robert S. Craig, *Professor of Business* (1961). A.B., Davis and Elkins College; M.Ed., University of Delaware.

Patricia K. Craven, *Associate Professor of Nursing* (1971). B.S., Alderson-Broaddus College; M.N., University of Pittsburgh.

Benjamin F. Crutchfield, *Associate Professor of Library Science and Director of Library Media Services* (1969). B.A., M.L.S., University of North Carolina.

W. Frick Curry, *Assistant Professor of Government* (1977). B.A., Boston University; M.A., Ph.D., West Virginia University.

Jai N. Dahiya, *Assistant Professor of Physics* (1981). B.S., Panjab University; M.S., Meerut University; Ph.D., North Texas State University.

Caroline L. Dees, *Associate Professor of Music* (1969). A.B., Tift College; M.M., University of Kentucky.

Glenndale M. DeFoe, *Associate Professor of English* (1975). B.S., M.A., Oklahoma State University; Ph.D., University of Denver.

A. Charles Drubel, *Assistant Professor of Business* (1980). B.A., Duke University; M.B.A., College of William and Mary.

Gary W. Eckles, *Assistant Professor of Speech Communication* (1980). B.A., Bowling Green State University; M.A., University of Massachusetts.

Franklin C. Ellis, *Professor of Health and Physical Education and Coach of Baseball* (1950). B.S., West Virginia Wesleyan College; M.A., West Virginia University.

Sister Mona Farthing, *Associate Professor of Nursing* (1976). B.S.N., M.S.N., The Catholic University of America.

Elaine B. Flaxer, *Instructor of Sociology* (1981). B.A., State University of New York at Cortland; M.S.W., West Virginia University.

Linda D. Gamble, *Associate Professor of Music* (1974). B.Mus., M.Mus., D.M.A., West Virginia University.

Joseph F. Glencoe, Jr., *Associate Professor of Biology* (1966). A.B., M.S., West Virginia University.

Doris S. Godsey, *Associate Professor of Nursing* (1971). B.S., Indiana State University; M.S., University of Maryland.

Katharine B. Gregg, *Associate Professor of Biology* (1976). B.A., Emory University; Ph.D., University of Miami.

Anthony A. Gum, *Associate Professor of Business* (1969). A.B., Glenville State College; M.A., Marshall University.

Thaddeus J. Gurdak, *Associate Professor of Religion* (1976). B.A., M.A., St. John's University; Ph.D., University of Wisconsin.

Kathryn A. Haas, *Assistant Professor of Physical Education and Athletics Coach* (1978). B.A., Marshall University; M.A., Ohio State University.

Lillian J. S. Halverson, *Associate Professor of Home Economics* (1970). B.S., M.S., Stout State University.

Allen T. Hamner, *Professor of Chemistry* (1969). *Instructor of German* (1973). B.S. West Virginia Wesleyan College; Ph.D., Cornell University.

Paul R. Hickman, *Professor of Earth Science* (1958). B.S., Ohio State University; M.S., West Virginia University.

Annette R. Hiedemann, *Professor of Psychology* (1968). B.A., University of California; Ph.D., Leopold-Franzens Universitat, Innsbruck, Austria.

Carroll A. Hinkle, *Assistant Professor of Nursing* (1978). A.A.Sc., Northern Virginia Community College; B.S., University of Virginia; M.S.N., Catholic University of America.

Lonnie J. Hinkle, *Assistant Professor of Education* (1978). B.A., West Virginia Wesleyan College; M.Ed., University of Pittsburgh; D.Ed., George Washington University.

Homer E. Holloway, *Professor of Chemistry* (1961). B.S., M.S., University of Akron; M.S.H.P., Georgia Institute of Technology; Ph.D., Louisiana State University.

Arthur B. Holmes, *Associate Professor of Religion* (1970). B.S. Stetson University; B.D., Emory University; Ph.D., Drew University.

Susan J. Hopkins, *Assistant Professor of Speech Communication and Dramatic Arts* (1979). B.S., M.A., Central Michigan University.

Robert L. Hunt, *Associate Professor of History* (1959). B.A., Alderson-Broaddus College; M.A., Marshall University.

Nancy Jackson, *Associate Professor of Nursing* (1977). B.S., Boston University; M.N.Ed., Ph.D., University of Pittsburgh.

Vera Kauffman, *Associate Professor of Nursing* (1977). B.S., Eastern Mennonite College; M.Ed., University of Pennsylvania.

Bernard F. Keating, *Associate Professor of Philosophy* (1977). B.A., College of William and Mary; M.A., Ph.D., University of Virginia.

Ronald H. Klausewitz, *Associate Professor of Mathematics and Director of the Computer Center* (1974). B.S., M.S., University of South Florida.

Bobby H. Loftis, *Professor of Music* (1959). B.M., Shenandoah Conservatory of Music; M.M., Florida State University; Ph.D., West Virginia University.

William E. Mallory, *Associate Professor of English* (1969). B.A., The American University; M.A., University of Washington; Ph.D., State University of New York at Buffalo.

Benjamin F. Martin, *Associate Professor of History* (1975). A.B., Davidson College; Ph.D., University of North Carolina.

Judith R. Martin, *Assistant Professor of Library Science and Cataloger* (1976). B.A., Wheeling College; M.A., M.S.L.S., University of North Carolina.

Thomas R. Martin, *Associate Professor of Health and Physical Education and Head Soccer Coach* (1978). B.A., Davis and Elkins College; M.S., Ed.D., West Virginia University.

Paul E. McArdle, *Associate Professor of Education* (1975). B.A., University of Dallas; M.Ed., North Texas State University; Ed.D., University of Mississippi.

Delores E. McCollum, *Assistant Professor of Nursing* (1973). B.S.N., University of Colorado; M.S.N., West Virginia University.

Rodger J. McCormick, *Associate Professor of Biology* (1977). B.S., Shippensburg State College, M.S., University of Maryland; D.Ed., Pennsylvania State University.

Judith A. McKinney, *Assistant Professor of Nursing* (1977). B.S., West Virginia Wesleyan College; M.A., West Virginia University.

David A. Milburn, *Professor of Music* (1966). B.M., M.M., West Virginia University; D.M.A., Catholic University of America.

Sybil C. Miller, *Associate Professor of Home Economics* (1969). B.S., Concord College; M.S., West Virginia University.

Donna F. Moore, *Assistant Professor of Nursing* (1979). A.S., Shenandoah College and Conservatory of Music; B.S., George Mason University; M.S.N., West Virginia University.

Robert C. Moore, *Assistant Professor of Library Science and Education, Director Educational Media Services* (1979). B.S., Edinboro State College; M.S., Clarion State College.

Joseph B. Mow, *Professor of Philosophy* (1963). B.A., Manchester College; B.D., Ph.D., University of Chicago.

James K. Myers, *Associate Professor of Health and Physical Education and Golf Coach* (1963). B.S., West Virginia Wesleyan College; M.S., West Virginia University.

Kumaran R. Nair, *Associate Professor of Economics* (1969). B.A., M.A., Kerala University, India.

Darryl A. Newberger, *Assistant Professor of Education* (1977). B.A., Kansas Wesleyan University; M.S., Queens College; Ed.D., University of Houston.

Patton L. Nickell, *Associate Professor of Education and Vice President for Administration* (1963). B.S., West Virginia Wesleyan College; M.A., Marshall University.

Betty J. Norvell, *Professor of Speech and Dramatic Arts* (1957). A.B., Greensboro College; M.F.A., Ohio University; Ph.D., West Virginia University.

Robert J. O'Brien, *Associate Professor of English* (1971). B.A., Louisiana State University; M.A., Ph.D., University of Iowa.

David L. Oldaker Jr., *Instructor of Business* (1981). B.S., West Virginia Wesleyan College; C.P.A.

William B. Oldaker, *Associate Professor of Art* (1970). B.A., West Virginia Wesleyan College; M.A., American University.

Reginald D. Olson, *Associate Professor of Sociology* (1979). B.A., Ohio State University; B.D., Garrett Theological Seminary; M.A., Ph.D., Ohio State University.

Larry R. Parsons, *Professor of Music* (1968). B.A., Kansas Wesleyan University; M.S.M., Southern Methodist University; D.M.A., University of Illinois.

Fredrick A. Peterson, *Professor of Anthropology and Director of the Center for Latin American Studies* (1964). B.A., M.A., Mexico City College.

Bonnie J. Piper, *Assistant Professor of Nursing* (1977). B.S., West Virginia Wesleyan College; M.S.N., University of Texas at Austin.

Edward H. Piper, *Professor of Psychology* (1971). A.B., College of Wooster; M.A., Ph.D., University of Chicago.

Charles I. Presar, *Associate Professor of Speech and Dramatic Arts* (1967). B.A., Heidelberg College; M.A., Northwestern University.

Sandra E. Presar, *Assistant Professor of Speech and Dramatic Arts (pt)* (1968). B.S., M.A., Bowling Green State University.

Caroline H. Ramsey, *Assistant Professor of Health and Physical Education and Basketball and Field Hockey Coach* (1974). B.S., Ursinus College; M.S., West Virginia University.

Larry A. Reed, *Assistant Professor of Speech and Dramatic Arts* (1977). B.A., West Virginia Wesleyan College; M.A., West Virginia University.

G. Paul Richter, *Professor of Chemistry* (1965). B.A., Grinnell College; Ph.D., University of Minnesota.

Samuel M. Ross, *Associate Professor of Health and Physical Education and Project Manager Centennial Fund* (1956). B.S., West Virginia Wesleyan College; M.S., West Virginia University.

N. Jean Roy, *Professor of Nursing* (1979). B.S., Alderson-Broaddus College; M.A., Ed.D., West Virginia University.

Dean H. Ruhlow, *Professor of Business* (1959). B.S., West Virginia Wesleyan College; M.A., University of Nebraska.

Robert E. Shafer, *Professor of Music* (1951). B.M., B.M.E., M.M., Northwestern University.

David F. Sharpe, *Assistant Professor of History* (1968). B.A., Wheeling College; M.A., University of Scranton.

David W. Sheppard, *Associate Professor of Mathematics and Computer Science and Physics* (1980). B.A., Gordon College; B.D., Andover-Newton Theological School; M.A., Brown University; M.L.S., University of Pittsburgh; Ph.D., Ohio State University.

Judith K. Siewert, *Associate Professor of Education, Director of Academic Advising, Counseling and Placement* (1975). B.S., M.S., University of Nebraska; Ed.D., University of South Dakota.

June Rose Simmons, *Assistant Professor of Home Economics* (1974). B.S., M.S., West Virginia University.

James R. Smith, *Associate Professor of Health and Physical Education and Director of Intramural Activities* (1968). B.S., West Virginia Wesleyan College; M.S., West Virginia University.

Helen D. TenBrink, *Associate Professor of Nursing* (1978). B.S.N., PHN, University of Michigan; M.P.H., University of North Carolina.

Mary P. Thiedeman, *Assistant Professor of Library Science and Serials and Reference Librarian* (1971). B.A., Rollins College; M.S., Florida State University.

Michael H. Thiedeman, *Associate Professor of Art* (1971). B.A., Rollins College; M.F.A., Florida State University.

Stephen D. Tinelli, *Associate Professor of Art* (1961). B.S., Lamar State College of Technology; M.A., Columbia University.

Marjorie E. Trusler, *Assistant Professor of French* (1969). B.A., Hood College; M.A., Middlebury College.

Robert J. Wallace, *Associate Professor of Business (pt)* (1960). A.B., J.D., West Virginia University.

Margaret I. Walls, *Professor of Home Economics* (1960). B.S., West Virginia Wesleyan College; M.S., West Virginia University.

John R. Warner, Jr., *Professor of Sociology* (1970). B.A., Baker University; S.T.B., Ph.D., Boston University.

Elizabeth M. Weimer, *Associate Professor of Biology* (1962). B.S., Bethany College; M.S., University of New Hampshire.

Kenneth B. Welliver, *Professor of Religion, Vice President for Academic Affairs and Dean of the College* (1964). B.A., DePauw University; B.D., Yale Divinity School; M.A., Ph.D., Yale University.

Joseph E. Wiest, *Associate Professor of Mathematics and Physics* (1973). B.S., Eastern Illinois University; M.S., Ph.D., University of Kentucky.

Esther G. Wilmoth, *Associate Professor of Education and Christian Education and Director of the Child Development Center* (1965). A.B., West Virginia Wesleyan College; M.A., Scarritt College.

David F. Wolfe, *Professor of Chemistry* (1965). B.S., West Virginia Wesleyan College; M.S., Ph.D., West Virginia University.

Ben E. Young, *Assistant Professor of Economics* (1975). B.B.A., University of Kansas; M.A., University of Missouri; Ph.D., University of Oklahoma.

SPECIAL FACULTY APPOINTMENTS

Bernadette Bekker, *Adjunct Instructor in Medical Technology.* B.S., M.T. (A.S.C.P.)

Anona Berry, *Part-Time Instructor of Art.* M.A.

James Culpepper, *Assistant in Instruction, Computer Science.* B.S.

Jeanne DeFoe, *Part-Time Instructor of English.* M.A.

Mortimer Gamble, *Part-Time Instructor of English.* M.A.

Ann Gandee, *Part-Time Instructor of Health and Physical Education.* M.S.

Matthew Kammerud, *Adjunct Instructor, Urban Semester.* M.A., M.Div.

John Matthews, *Adjunct Instructor, Urban Semester.* M.Div., S.T.M.

Pamela Riggs, *Part-Time Instructor of Nursing.* B.S.

Dawn Scheick, *Assistant Professor of Nursing, Part Time.* M.N.

John Skopin, *Adjunct Instructor, Urban Semester.* M.S.W.

Michael Stump, *Adjunct Instructor in Medical Technology.* M.D.

Alison Witte, *Part-Time Instructor of Nursing.* M.S.

Robert Zajac, *Adjunct Instructor in Medical Technology.* B.S., M.T. (A.S.C.P.)

EMERITI

CALVIN BUELL AGEY, *Professor of Music, Emeritus* (1946-1973). B.M., M.M., College of Music of Cincinnati; Ph.D., Florida State University.

FERENC F. ANDROCZI, *Associate Professor of Library Science, Emeritus* (1970-1981). M.L.S., Syracuse University; Ph.D., Budapest.

FRANK D. BERISFORD, *Associate Professor of Business, Emeritus* (1971-81). A.B., Marshall University; M.B.A., Wharton School, University of Pennsylvania.

ROY W. CURRY, *Professor of History, Emeritus* (1966-81). A.B., Marshall College; M.A., West Virginia University; Ph.D., Duke University.

MARIAN McBRAIR DAVIS, *Professor of English, Emeritus* (1961-1978). A.B., Carroll College; A.M., Northwestern University; Ed.D., Columbia University.

SIDNEY THOMAS DAVIS, *Professor of Religion and Christian Education, Emeritus* (1947-1976). A.B., West Virginia Wesleyan College; S.T.B., Boston University; Ed.M., Ph.D., University of Pittsburgh.

FLORENCE E. ELLIOTT, *Professor of Nursing, Emeritus* (1976-1980). A.A., Sullins College; B.S.N.Ed., University of Virginia; M.A., Columbia University.

MARGARET E. WELLS FOSTER, *Associate Professor of English, Emeritus* (1964-1974). B.A., M.A., West Virginia University.

ALBIN R. GILBERT, *Professor of Psychology, Emeritus* (1963-1968). Ph.D., University of Prague.

ELIZABETH L. GILL, *Associate Professor of English, Emeritus* (1967-1977). B.S., Indiana State Teachers College; M.Ed., Indiana University of Pennsylvania.

ARTHUR BENJAMIN GOULD, *Professor of Chemistry, Emeritus* (1943-1967). B.S., West Virginia Wesleyan College; M.S., Ph.D., Cornell University.

RALPH GRIESER, *Associate Professor of Christian Education and Director of Town and Country Work, Emeritus* (1961-1973). A.B., Ohio Wesleyan University; M.Div., Yale Divinity School.

MARY B. HALLAM, *Associate Professor of Mathematics, Emeritus* (1965-1977). B.S., West Virginia Wesleyan College; M.A., Duke University.

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